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ABSTRACT

Developed to provide an information base for vocational education decision makers, this needs assessment for North Platte, Nebraska, schools is reported in four major sections: job market analysis, existing programs analysis, population analysis, and resources analysis. The job market analysis contains national market data on both current and possible programs, Nebraska market data on current and possible programs, an interpretation of the state and national market data, North Platte market data, and a discussion of occupations not included in the study. The existing programs analysis includes past and present program information, information on programs in other schools in Nebraska, and data gathered from the student survey and the graduate follow-up survey. The population analysis includes information about the general population, a student population analysis, other student data, and an analysis of recent graduates. The last section, resources analysis, includes the physical facilities inventory, professional staff inventory, financial resources inventory, and community resources survey. (BM)

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VOCATIONAL NEEDS ASSESSMENT

NORTH PLATTE PUBLIC SCHOOLS

#1 APRIL, 1977

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Nebraska Job Service

North Platte Chamber of Commerce

North Platte Public School Board of Education

Secondary Principals

8th Grade American History Teachers

10th Grade English Teachers

12th Grade Civics Teachers

Central Office Secretarial Staff

Student Aides and Helpers

PREFACE

Why vocational education? Consider the following:

1. There are approximately two million new jobs available each year.
2. More jobs are available to people with skilled training than to people who are unskilled.
3. The unemployment rate for unskilled youth between the ages of 16 and 24 who are seeking employment is between 20 and 30%.
4. Let's look at 100 students who enter first grade:
   A. 5 will drop out during the first 8 years of school
   B. 19 will drop out of high school
   C. Of the 76 who graduate from high school:
      43 will enter college
      22 will eventually graduate from college
      17 will enter the labor market trained in vocational programs
      16 have no plans upon graduation

Of the 100 who enter first grade 39 will enter the labor force through either a vocational education program or a college degree. The other 61 should benefit from some form of vocational training.

5. According to the Bureau of Labor Statistics, less than 20 percent of the job opportunities in 1980 will require a four-year college degree.

Like most of the contents of this needs assessment report, the five statements given above represent "numbers" or "statistics". Those who prefer a more personal statement should read the following, a letter written on the back of one of the graduate follow-up questionnaires:

"You can quote me on this if you'd like. I wish I had learned what they had tried to teach me while I was there. I wish I had accepted the opportunities offered, instead of taking just enough to get by. Looking back, already

I see the folly of my ways. Also I should have taken the chance I had for free vocational technical training. This Ziggy very aptly expresses my feelings." Typed at the bottom is a newspaper clipping of the cartoon character Ziggy saying: "Education is endless--seems like the more I learn the smarter I get, and the smarter I get, the more I realize how much I have to learn." (Universal Press Syndicate, 1/20/77)

The astute reader will realize that various interpretations can be gleaned from the contents of this report, that there are limitations to the conclusions that can be drawn, and that perhaps somewhere behind the many facts and figures are the feelings and aspirations of a myriad of individual personalities.

Let the reader always consider the following two questions:

1. What is best for the students of the North Platte Public Schools?
2. How can the North Platte Public Schools best help each individual child to reach his or her potential for a useful life lived in dignity and freedom?

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PART 1

INTRODUCTION

For the purposes of curriculum development and staff improvement, the secondary teachers in the North Platte Public Schools have been divided into fifteen staff/curriculum development committees representing thirteen subject areas, guidance, and instructional media. Three of these committees (Business Education/Distributive Education, Home Economics, and Industrial Education/Agriculture) encompassed the area of vocational education. These committees met separately on October 12, 1976 and expressed concern about such problems as goals, facilities, staffing, funding, and student follow-up. Just previous to this meeting (on October 6, 1976) a seminar on planning for vocational education for school administrators was held at Kearney State College. One of the topics at this meeting was the assessment of vocational needs. Sample materials for use in conducting a vocational needs assessment were provided at this time.

Between October 12 and November 9, the idea of conducting a vocational needs assessment was discussed with the vocational advisory committee, the steering committee for the staff/curriculum development program, the assistant superintendent of schools, and the superintendent of schools. Each of the forementioned reacted favorably to the idea and encouraged that a vocational needs assessment be undertaken. On Noverber 9, 1976, a combined meeting of the three vocational committees was held. At this time, an explanation as to the purposes of the needs assessment, possible outcomes of the assessment, and the work required was given. After some discussion, each group indicated (with certain qualifications) that they would be willing to cooperate in the vocational needs assessment.

Shortly after the November 9 meeting, a needs assessment steering committee was formed. The committee consisted of the Director of Secondary Education, a representative of the vocational advisory committee, and one representative each from the three vocational area curriculum committees. The steering committee agreed that the principal goal of the needs assessment was to be-- to obtain as much useful information as possible for the purpose of making decisions about vocational education. The committee also agreed to accept as a working model, the ideas presented in the material obtained at the vocational education seminar held in Kearney in October. These would be modified as necessary to fit the local situation. The committee adapted a timetable for completion of the needs assessment. The focal point of this timetable was the intent to present a formal report to the North Platte Board of Education at its April, 1977 meeting. This report would combine results of the needs assessment, work of the public school staff, and work of the vocational advisory committee into a single set of recommendations.

The needs assessment was divided into four major sections; Job Market Analysis, Existing Program Analysis, Population Analysis, and Resources Analysis. These sections and the corresponding sub-sections were based on the information in the materials obtained at the Kearney Conference. The sub-sections of each major section are listed below: (next page)

I. Job Market Analysis

National Market Data-current programs

National Market Data-possible programs

Nebraska Market Data-current programs

Nebraska Market Data-possible programs

North Platte Market Analysis

II, Existing Program Analysis

Existing Program Information

Student Interest Survey

Graduate Follow-up

III. Population Analysis

General Population Analysis

Student Population Data

Recent Graduate Analysis

IV. Resources Analysis

Physical Facilities Inventory

Professional Staff Inventory

Financial Resource Inventory

Community Resources Inventory

Part 2

JOB MARKET ANALYSIS

INTRODUCTION

The purpose of the job market analysis was to determine the supply and demand situation in the labor market at the national, state, and local levels. This information is essential in planning vocational programs for it provides an idea of how many and what kinds of jobs are open to students seeking employment. In turn, this indicates the kinds of programs which could or should be offered and the content of these programs.

Since data on occupational levels and trends at the state and national level was quite extensive, some limitation had to be placed on the number of occupations that were included in the market analysis. To do this, the job market analysis at the state and national levels was limited to occupations which were related to current programs and to programs which might be added in the future. A list of current programs was obtained as part of the existing programs analysis (see part 3). In order to create a list of possible programs, a questionnaire was given to each teacher of business education, industrial arts, and home economics as well as to each member of the vocational advisory committee. This questionnaire included a list of programs presently categorized by the United States Office of Education. The individuals questioned were asked to select from that list any program which they believed deserved at least a remote chance of being considered. A composite made up from these questionnaires constituted the list of possible programs for the purpose of the market analysis.

On the basis of this list, the present programs in the vocational area in the North Platte Public Schools are:

Agricultural Production
Agricultural Mechanics
Horticulture
Apparel and Accessories
Food Distribution
General Merchandise
Housing and Home Furnishings
Child Development
Food and Nutrition
Clothing and Textiles
Other Consumer and Homemaking
Accounting
Bookkeeping
Secretary
Stenographer
Clerk-Typist
Typist
Architectural Technology
Electronics Technology
Auto Mechanics
Electricity
Drafting Occupations
Welding and Cutting
Other Metal Work Occupations
Woodworking Occupations

The specific course or courses considered to be a part of each of the above listed programs can be found in the section of this report on existing programs. The following programs were considered as possible:

Animal Science
Plant Science
Food Products
Insurance
Petroleum
Transportation
Retail Trades(other)
Nurse(Associate degree)
Practical(Vocational) Nurse
Nurses' Aide
Care and Guidance of Children
Clothing Management, Production, and Services
Institutional and Home Management and Support Services
Computer and Console Operator
Computer Programmer
Systems Analyst
Filing, Office Machines, General Clerical
File Clerk
General Office Clerk
Communications Systems Clerks and Operators

Electrical Technology
Electro-Mechanical Technology
Electro-Mechanical Technology
Metalurgical Technology
Air Conditioning
Appliance Repair
Commercial Art
Construction Occupations
Carpentry
Heavy Equipment(Construction)
Masonry
Plumbing and Pipefitting
Other Construction
Custodial Services
Electrical Occupations
Electronic Occupations
Radio-TV
Graphic Arts Occupations
Machine Shop
Plastics Occupations
Cook/Chef
Waiter/Waitress
Leather Working
Upholstering

For purposes of further classification of the data, one or more occupations were identified for each program. The booklet Occupational Opportunities in Nebraska, 1976 Report was used to obtain a list of occupations for each program in the study. Any occupation which was designated as falling under one of the programs in the Report and which listed at least 100 workers presently employed in Nebraska was included. Selected occupations with less than 100 workers were also included in some cases. This list of programs and occupations was used for both the Nebraska and national market data studies.

NATIONAL MARKET DATA--CURRENT PROGRAMS

A table giving the data for the national job market for the programs presently a part of the vocational curriculum in the North Platte Schools appears on the next few pages. An explanation of the contents of each column follows:

Column 1: Program and U.S.O.E. number--This column gives the program for which data is listed and the number used by the federal government (United States Office of Education) for identification.

Column 2: Occupation and D.O.T. number--Occupations listed in this column are related to the corresponding program listed in column 1. A given occupation is related to the program that is listed in column 1 immediately above it. (The correspondence between occupations and programs is that used in Occupational Opportunities in Nebraska, 1976 Report.) The D.O.T. number is the government identification number used by the Department of Labor in the book Directory of Occupational Titles.

Column 3: Current level--(Data for columns 3-6 is from Occupational Outlook Handbook, 1976-77 edition) This gives the current national level of employment for the corresponding occupation in 1974 as stated by the Handbook. Situations where information was not available in the handbook or where information could not be separated into the specific occupations listed, are indicated by a dash has been placed. (Data for the instructional programs in column 1 is not given in columns 3-6 as this classification was not possible. It would not be correct to add the data for all occupations in a program and assume that this was the total for the program. The philosophy of the editors of the Handbook has been to include only occupations that might have a reasonable amount of reader interest.)

Column 4: Trend. This column states the trend in the corresponding occupations in terms of the projected 1974-1985 change in employment requirements. Both qualitative and quantitative descriptions are given. The quantitative description represents the average number of openings per year expected for that occupation for the years 1974-1985. (Source: Occupational Outlook Handbook in Brief, 1976-77 edition, U.S. Department of Labor, Bureau of Labor Statistics, 1976.) The qualitative descriptions were taken from the Handbook. An explanation of the terms used is given below: (taken from page 5 of the handbook.)

Description	Projected 1974-1985 change in employment requirements
Much faster than the average for all occupations	50.0% or greater
Faster than the average for all occupations.	25.0 to 49.0%
About as fast as the average for all occupations.	15.5 to 24.9%
Slower than the average for all occupations	4.0 to 14.9%
Little change is expected	3.9 to -3.9%
Expected to decline	-4.0% or greater

These descriptions have been shorted in the actual table in order to save space. Situations where the data was not available are indicated by a dash.

Column 5: Opportunity. For some of the occupations, the Handbook listed an estimate of the job opportunities for that occupation. The following table defines the terms used: (Taken from page 5 of the Handbook.)

Job Opportunities	Prospective Demand-Supply Relationship
Excellent	Demand much greater than supply
Very Good	Demand greater than supply
Good or Favorable	Rough balance between demand and supply
May face competition	Likelihood of more supply than demand
Keen competition	Supply greater than demand

These statements are based on expectations projected from 1974-1985.

Columb 6: Comments. If necessary, any explanation of the data in columns 1-5 is given here.

In interpretation of this data the reader should feel free to consult with the 1976-1977 version of the Handbook. This may provide answers to questions not directly available from data in this report.

Column 6: Comments. If necessary, any explanation of the data in columns 1-5 is given here.

In interpretation of this data the reader should feel free to consult with the 1976-77 version of the Handbook. This may provide answers to questions not directly available from data in this report.

NATIONAL JOB MARKET PRESENT Programs

Program [redacted] and U.S.O.E. Number	Occupation and D.O.T. Number	Current Employment Level	Projected Demand Trend	Projected Demand Opportunity	Comments
Agricultural production 1.0100					See text for explanation of the terms "trends" and Opportunity
	Agriculture management 180				
	General farmer 421		decline		3.5 million total farmers & ranchers
	Farm machinery operator 424				
Agricultural Mechanics 1.0300					
	Farm irrigation 422				
	Farm machinery operator 424				
Horticulture 1.0500					
Apparel and Accessories 4.0200					
	Sales 263		average	excellent	
Food Distribution 4.0600					
	Purchasing 162		faster than average		trend is for purchase agents in general
	Cashier 211	1.1 million	average (97,000)		All cashiers
	Stock checker 223		average	competitive	
	Sales 261, 262		average	excellent	
	Peddler 291				
	Route work 292	190,000	same (3700)		increase expected in vending machine route drivers
	Packaging 920		average		

NATIONAL JOB MARKET PRESENT PROGRAM

Program and U.S.O. E. Number	Occupation and D.O.T. Number	Current Employment Level	Projected Demand Trend	Opportunity	Comments
Food Distribution (cont)	Management 185				
	Sales clerk;290		average	excellent	
General merchandise 4.0800					
	Management 185				
	Office work 209				
	Cashier 211	1.1 million	average (97,000)		current level is for all cashiers
	Clerk 249,290		average	excellent	
	Auctioneer 294				
	Shopper 296				
Housing and Home furnishings 9.0107					
Other Consumer and homemaking 9.0109					
Accounting 14.0101					
	Accountant or auditor 160	805,000	average (45,500)		
Bookkeeping 14.0102					
	Bookkeeper 210	1,7 million	slow 121,000		high turnover
Secretary 14.0702	Secretary 201	3.3 million	faster than average (439,000)	rising demand	

NATIONAL JOB MARKET-PRESENT PROGRAMS

Program and U.S.O.E. Number	Occupational and D.O.T. Number	Current Employment Level	Projected Demand Trend	Projected Demand Opportunity	Comments
Stenographer(14.0703)	Stenographer(202)	100,000	Decline		
Clerk-Typist(14.0901)					
	Clerk-Typist(209)		Faster Than Av.	Strong	
Typist(14.0902)					
	Typist(203)	1 Million All Typist	Faster Than Av. 125,000	Excellent for Part-TIME	
Architechtural Technology (16.0103)					
Electronic Technology (16.0108)					Favorable Opport. for Science & Eng. Technician
	Electrical Engineer(003)	290,000	Faster Than Av. 12,200		
	Communications Trans.(957)	22,000	Average		
	Electrical Equip. Repair(729)	110,000	Faster Than Av.		
	Electronics Mechanic(828)		Faster Than Av.		
Auto Mechanics(17.0302)					
	Auto Mechanic(620)	700,000	Average 24,400	Very Good	
Electricity(17.1002)					
	Electrician Construction (824)	245,000	Faster Than Av. 11,700		
Drafting Occupations(17.1300)					
	Architect(001)	40,000	Much Faster Than Av. 3,000	Favorable	

NATIONAL JOB MARKET PRESENT PROGRAMS

PROGRAM AND U.S.O.E. Number	Occupation and D.O.T. number	Current Employment Level	Projected Demand Trend	Opportunity	Comments
Drafting occupations (cont)	Civil engineer 005	170,000	faster than average (9300)		
	Electrical engineer 003	290,000	faster than average 12200		
	Mechanical engineer 007	185,000	faster than average 7,900		
	Draftsman 017	313,000	faster than average 17300		
Welding and cutting 17.2306					
	Arc Welding 810	645,000	faster than average 27,000	Very good	data is total for all Welders
	Comb. arc and gas welding 812		faster than average	Very good	
	Flame and arc welding 816		faster than average	Very good	
Other metal working occ. 17.2399					
	Electroplating 500	34,000	average 1,250		
	Dip plating 501		average		
	Forging 610, 611, 612	65,000	faster than average 1 750		
17.3601 Woodworking Occupation 17.3600					
	Milling and planning 665	220,000	decline		current level is for milling, planning and sawing
	Sawing 667		decline		see above
	Wood machining 669				
	Transportation equipment 806				
	Furniture repair 763				

NATIONAL MARKET DATA--POSSIBLE PROGRAMS

The table on the next few pages gives the data for the national job market for programs which have been proposed as possible additions to the vocational curriculum. (See the introduction to this section for an explanation of the method used to determine the programs to be studies.) The format for the table is identical to that used for presentation of the national market data for present programs. For an explanation of the contents of each column, the reader should refer to the previous section.

NATIONAL JOB MARKET-PROPOSED PROGRAMS

Program and U.S.O.E. Number	Occupation and D.O.T. Number	Current Level (1974)	Projected Demand Trend	Projected Demand Opportunity	Comments
Animal Science(1.0101)					See text for exp. of terms "trend & oppt"
	Dairy Farmer(411)		Decline		
	Poultry Farmer(412)		Decline		
	Livestock Farmer(413)		Decline		
Plant Science(1.0102)					
	Agriculture Management(180)				
	Grain Farmer(401)		Decline		
	Vegetable Farmer(403)		Decline		
	Specialty Farmer(405)		Decline		
Food Products(1.0401)					
	Poultry Farmer(412)		Decline		
	Livestock Farmer(413)		Decline		
	Animal Care(466)				
	Food Processing(521,522,523)				
	Meat Packing(525)				
	Food Purchasing(162)				
Home Furnishings(4.1000)					
	Sales(256, 274, 278)		Average	Excellent	

NATIONAL JOB MARKET-PROPOSED PROGRAMS

Program and U.S.O.E. Number	Occupation and D.O.T. Number	Current Level (1974)	Projected Demand Trend	Projected Demand Opportunity	Comments
Insurance(4.1300)					
	Personnel Administration (166)				Faster Than Av. for personnel Ad. Gen.
	Administration (169)	29,000	Average		Current Level & Dem. for Underwiters
	Adjusting (241)	125,000	Average (6600)		
	Sales(250)		Average		
	Management(186)				
Petroleum(4.1600)					
	Sales & Dist. Management(163)				
	Management(181, 185, 186)				
	Sales(276)		Average		
	Parking Lot Work (915)	40,000	Slower Than Av.		Best Oppor. are in large urban areas
Transportation(4.1900)					
	Management(184)	20,000 Traffic Managers			More Slowly than Av. for traffic managers
	Sales(255, 280)	130,000 Auto Sales	Faster Av. for Auto		
	Moving and Storage(922)				
	Air Steward or Stewardness(352)	41,000	Faster than Av. (6400)	Keen Competition	
	Bus Driver(913)	96,000	Little or no change (3750)	Keen competition	Includes local & inter city drivers
	Tax Driver(913)	92,000	Little Change (2450)	Good	High Turnover
	Truck Driver(905, 906)	2.1 Million	Slower than Av. (50,500)		Favorable Opportunities at the local level

NATIONAL JOB MARKET-PROPOSED PROGRAMS

Program and U.S.O.E. Number	Occupation and D.O.T. Number	Current Employment Level (1974)	Projected Demand Trend	Projected Demand Opportunity	Comments
Retail Trades(Other) 4.2000					
	Sales(289)				
	Canvassing(293)				
	Moving and Storage(922)				
Nurse(Associate Degree) 7.0301					
	Nurse (075)	860,000	Faster Than Av. 71,000	Favorable	Data is for all Professional Nurses
Practical(Vocational) Nurse(7.0302)					
	Practical Nurse (079.354)	495,000	Faster than Av. 93,000	Very Good	
Nurses' Assistance(Aide) 7.0303					
	Nurses' Aide(355)	970,000	Faster Than Av. 123,000		
Food and Nutrition(9.0107)					
Care and Guidance of Schildren (9.0201)					
	Nursemaid(307)		Decline	Very Goood	
Clothing Management, Production and Services(9.0202)	Laundry Work(302)		Decline	Very good	
Food Management, Production, and Services(9.0203)	Manager(187)				
	Domestic Cook(305)		Decline	Very Good	

NATIONAL JOB MARKET PROPOSED PROGRAMS

Program and U.S.O.E. number	Occupation and D.O.T. number	Current Employment Level	Projected Demand Trend	Opportunity	Comments
Institutional & Home Management & Support Services 9.0205					
	Manager 187				
	Housekeeper 303		decline	very good	
	Domestic housework 306		decline	very good	
	Hotel Maid 323				
14.0201 Computer & Console Operator					
	Computer & Console oper. 213		faster than average 27,500		
Computer Programmer 14.0203					
	Programmer 020	200,000	faster than average 13,000		
Systems Analyst 14.204					
	Systems Analyst 012	115,000	average 9,00 Faster than		
Filing, Office Machines & General clerical 14.0300					
	General office work 209		average		
	Misc. office work 208		average		
File Clerk 14.0302					
	File Clerk 206	275,000	average 25,000		
General Office clerk 14.0303					
	Accounting clerk 219		slow		high turnover

NATIONAL JOB MARKET PROPOSED PROGRAMS

Program and U.S.O.E. Number	Occupation and D.O.T. number	Current Employment Level	Projected demand Trend	Opportunity	Comments
Communications Systems clerks & operators 14.0401					
	Telephone work 235	390,000	little or no change (28,000)		
Electircal Technology 16.0107					
	Electrical Engineer 003	290,000	Faster than average 12,000		
16.0109 Electro-mechanical Technology					
Air-Conditioning 17.0100					
	Motorized vehicle air cond. 620				
	Utility Equip. repair 637		Faster than average		
Appliance repair 17.0200					
	Heavy equipment repair 827	135,000	average 5600		repair inlcudes all appliance
Commercial Art 17.0700					
	Commerical art 141	64,000	average 4000	competative	
	Designing 142		slower than average		
Construction Occupations 17.1000					
Carpentry 17.1001					
	Carpenter 860	1,060,000	average 49,100	plentiful	

NATIONAL JOB MARKET PROPOSED PROGRAMS

Program and U.S.O.E. Number	Occupation and D.O.T. Number	Current Employment Level	Projected Demand Trend	Projected Demand Opportunity	Comments
17.1003 Heavy Equipment construction					
Motorized vehicle repair 620					
	General industrial machine repair 630				
	Excavating 850	275,000	faster than average	plentiful	data is for excavating drainage, concrete, paving, and asphalt paving combined
	Drainage 851				
	Concrete paving 852				
	Asphalt paving 853				
Masonry 17.1004					
	Brick and Stone mason 861	165,000	average 6500	plentiful	
Plumbing and pipefitting 17.1007					
	Drainage 851				
	Plumbing 862	375,000	faster than average 23,500		
Other construction 17.1099					
	Misc. merchandising work 299				
	Fitting and bolting 801				
	Boilermaking 805	45,000	decline 2,700		
	Cement and Concrete work 844	90,000	faster than average 4300	favorable	
	Paving 852				

NATIONAL JOB MARKET PROPOSED PROGRAMS

Program and U.S.O.E. Number	Occupation and D.O.T. Number	Current Employment Level	Projected Demand Trend	Opportunity	Comments
Other construction (cont)	Asbestos and insulation 863	40,000	Faster than average 2300		
	Floor laying 864	85,000	2400 average		
Custodial Services 17.1100					
	Cleaning Service 381				
	Jan.torial service 382	1.9 million	146,00	good	
	Building service 384				
Electrical Occupations 17.1400					
	products 829 Assembly of electrical				
Electronic Occupations 17.1500					
	Electronic equip. repair 726	828			
Radio/TV 17.1503					
	Radio TV repair 720	135,000	faster than average 6600		
Graphics Arts Occupations 17.1900					
	Graphic Arts printing 659				
Machine Shop 17.2302					
	Machinist 600	335,000	14,500		machinists data is for all round
	Other machine shop 609				

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NATIONAL JOB MARKET PROPOSED PROGRAMS

Program and U.S.O.E. Number	Occupation and D.O.T. Number	Current Employment Level	Projected demand Trend	Projected demand Opportunity	Comments
Plastics Occupations 17.2700					
	Plastics fabrication 779				
Cook/Chef 17.2902					
	313, 314 Hotel or restaurant cook	955,000	faster than average 18600		data is for all cooks
	Misc. cook 315, 317				
Waiter/Waitress 17.2904					
	Waiter/Waitress 311	1,180,000	average 105,000	plentiful	
	Misc. food preparation 319				
Leather working 17.3400					
	Leather repair 789				
Upholstering 17.3500					
	Upholstery repair 780	34,000	slower than average		

The following table lists occupations for which the current level of employment (1974) figure for the national market is greater than 500,000. The occupations are listed in decreasing order of employment. An asterisk after the name of the occupation indicates that the occupation is related to a program which is presently a part of the North Platte High School vocational curriculum. Only occupations included in the national market study are included.

Employment Level	Occupation
3,300,000	Secretary*
2,100,000	Truck Driver
1,900,000	Janitorial Service
1,700,000	Bookkeeper*
1,180,000	Waiter/Waitress
1,100,000	Cashier (see note below)
1,060,000	Carpenter
1,000,000	Typist*
970,000	Nurses Aide
860,000	Nurse
805,000	Accountant*
700,000	Auto Mechanic*
645,000	Arc Welder*
500,000	Computer and console operator

Note: The occupation of cashier is one occupation under the programs of food distribution and general merchandise. Other programs also include the occupation of cashier. The figure given is for all cashiers.

The following table lists occupations for which the data in the national market study indicate that the growth trend is faster than average. Occupations in present and possible programs appear in separate lists. Only occupations included in the market studies are listed. The occupations are arranged in the order in which they appear in the market data charts.

Present Programs

Purchasing
Secretary
Clerk-Typist
Typist
Electrical Engineer
Electrical Equipment Repair
Electronics Mechanic
Electrician
Architect*
Civil Engineer
Electrical Engineer
Mechanical Engineer
Draftsman
Arc Welder
Gas and Arc Welder
Flame and Arc Welder

Proposed Programs

Auto Sales
Air Steward or Stewardess
Nurse-Associate Degree
Vocational Nurse
Nurses Aide
Computer and Console Operator
Computer Programmer
Systems Analyst
Air Conditioning Utility Equipment Repair
Heavy Equipment Work (Construction)
Plumbing
Cement and Concrete Work
Asbestos and Insulation Work (Construction)
Radio/TV Repair
Hotel or Restaurant Cook

*The employment requirements for architects are expected to grow at a rate much faster than average.

The following table lists occupations for which the job demand projected through 1985 on the national level will be greater than 30,000 persons per year. An asterisk has been placed after the name of the occupations that are related to a program which is presently a part of the North Platte High School vocational curriculum. Only occupations included in the market study are listed.

Demand (persons per year)	Occupation
439,000	Secretary*
146,000	Janitorial Service
125,000	Typist*
123,000	Nurses Aide
121,000	Bookkeeper*
105,000	Waiter/waitress
97,000	Cashier*
93,000	Practical Nurse
78,600	Cook/chef
71,000	Nurse
50,500	Truck driver
49,100	Carpentry
45,500	Accountant*

NEBRASKA MARKET DATA--CURRENT PROGRAMS

The table on the next few pages presents data about the Nebraska job market for the programs presently a part of the vocational curriculum in the North Platte Schools. An explanation of the contents of each column follows:

Column 1: Program and U.S.O.E. number--This column gives the program for which data is listed and the number used by the federal government (United States Office of Education) for identification.

Column 2: Occupation and D.O.T. number--The occupations listed in this column are related to the corresponding program in column 1. A given occupation is related to the program that is listed in column 1 immediately above it. (The correspondence between occupations and programs is that used in Occupational Opportunities in Nebraska, 1976 Report.) The D.O.T. number is the government identification number used by the Department of Labor in the book Directory of Occupational Titles.

Column 3: Current level--(Data for columns 3-6 is from Occupational Opportunities in Nebraska, 1976 Report. All data from the Report is based on computerized sampling and projection techniques. The reader should refer to the Report for an explanation of these techniques if necessary in interpretation of the data.) This gives the current level of employment in the state of Nebraska as of June 1976. Since the lists of programs and occupations used in both the Nebraska and national market studies are identical and since this selection was based on the Report, the data in columns 3-5 for the Nebraska market study is more complete.

Column 4: Projected demand, 6/77--The column states the number of additional workers that will be needed in that occupation by June of 1977.

Column 5: Projected demand, 6/79--The column states the number of additional workers (above and beyond that in column 4) that will be needed from June of 1977 through the June of 1979.

Column 6: Comments. This column contains any information necessary to explain the data in columns 1-5.

DATA NEBRASKA JOB MARKET-PRESENT PROGRAMS

1/77 Program and U.S.O.E. number	Occupation and D.O.T. number	Current Level	Projected Demand 6/77	6/79	Comments
Agricultural Production(1.0100)		17,110	1925	1600	
	Agriculture Management(180)	15	0	0	
	General Farmer(421)	17,080	1510	1595	
	Farm Machinery Operator(424)	65	10	10	
Agricultural Mechanics(1.0300)		0	0	0	
	Farm Irrigation(422)	135	110	20	
	Farm Machinery Operator(424)	65	10	10	
Horticulture(1.0500)		0	0	0	
Apparrel and Accessories(4.0200)		6,170	975	1545	
	Sales(263)	5,605	905	1425	
Food Distribution(4.0600)		14,990	2680	3565	
	Purchasing(162)	310	0	50	
	Cashier(211)	10	0	0	
	Stock Checker(223)	30	0	0	
	Sales(261,262)	1,800	165	190	
	Peddler(291)	35	5	5	
	Route Work(292)	1,965	225	210	
	Packaging(920)	895	225	210	

DATA - NEBRASKA JOB MARKET PRESENT PROGRAMS

1/77 North Platte Program and U.S.O.E. number	Occupation and D.O.T. number	Current Level	Projected Demand 6/77	6/79	Comments
Food Distribution(continued)	Management(185)	230	0	0	
	Sales Clerk(290)	4,830	1185	1905	
General Merchandise(4.0800)		25,740	2735	3450	
	Purchasing(162)	540	0	15	
	Management(185)	7,440	220	290	
	Office Work(209)	45	5	20	
	Cashier(211)	950	345	695	
	Clerk(249,290)	5,430	1185	1920	
	Sales(263, 266,273, 283, 289)	13,075	1345	2070	
	Auctioneer(294)	305	0	5	
	Shopper(296)	45	5	5	
Housing and Home Furnishings(9.0107)		0	0	0	
Other Consumer and Homemarking(9.0109)		0	0	0	
Accounting(14.0101)		425	20	50	
	Accountant or Auditor(160)	425	30	20	
Bookkeeping(14.0102)		13,885	845	975	
	Bookkeeper(210)	13,885	845	975	
Secretary(14.0702)	Secretary(201)	19,595	2115	2925	

DATA NEBRASKA JOB MARKET-PRESENT PROGRAMS

1/77 Program and U.S.O.E. Number	Occupation and D.O.T. Number	Current Level	Projected Demand 6/77	6/79	Comments
Stenographer (14.0703)	Stenographer (202)	775	110	290	
Clerk-Typist (14.0901)		2670	480	475	
	Clerk-Typist (209)	2670	480	475	
Typist (14.0902)		3015	545	670	
	Typist (203)	3015	545	670	
Architectural Tech. (16.0103)		-	-	-	
Electronic Tech. (16.0108)		515	60	55	
	Electrical Engineer (003)	355	55	55	
	Communications Transmission (957)	25	0	0	
	Electrical Equip. repair (729)	25	0	0	
	Electronics mechinic (828)	110	15	10	
Auto Mechanics (17.0302)		7785	1185	1470	
	Auto mechanic (620)	7785	1185	1470	
Electricity (17.1002)		2670	355	275	
	Electrician (824)	2360	290	235	
Drafting Occupations (17.1300)		2390	400	875	
	Architect (001)	765	120	115	

DATA - NEBRASKA JOB MARKET - PRESENT PROGRAMS

1/77 North Platte Program and U.S.O.E. number	Occupation and D.O.T. number	Current Level	Projected Demand 6/77	Projected Demand 6/79	Comments
Drafting Occupations(continued)	Civil Engineer(005)	955	200	390	
	Electrical Engineer(003)	145	0	180	
	Mechanical Engineer(007)	465	25	185	
	Draftsman(017)	50	55	5	
Welding and Cutting(17.2306)		3,930	830	980	
	Arc Welding(810)	1,080	305	570	
	Comb. Arc and Gas Welding(812)	2,825	500	380	
	Flame and Arc Welding(816)	20	25	30	
Other Metal Working Occ.(17.2399)		1,360	45	50	
	Electroplating(500)	35	5	10	
	Dip Plating(501)	40	0	0	
	Forging(610, 611, 612)	1,105	30	30	
Woodworking Occupations(17.3600, 17.3601)		1,490	355	395	
	Cabinetmaking(660)	370	90	70	
	Milling and Planning(665)	45	30	10	
	Sawing(667)	75	10	15	
	Wood Machining(669)	510	40	40	
	Furniture Repair(763)	250	55	110	
	Transportation Equipment(806)	200	100	100	

NEBRASKA MARKET DATA--POSSIBLE PROGRAMS

The table on the next few pages gives the data for the Nebraska job market for programs which have been proposed as possible additions to the vocational curriculum. The format for the table is identical to that used for presentation of the Nebraska market data for present programs. For an explanation of the contents of each column, the reader should refer to the previous section.

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DATA NEBRASKA JOB MARKET PROPOSED PROGRAMS

1/77 North Platte Program and U.S.O.E. Number	Occupation and D.O.T. Number	Current Level	Projected Demand 6/77	6/79	Comments
Animal Science (1.0101)		6755	1155	1085	
	Dairy Farmer (411)	270	30	10	
	Poultry Farmer (412)	25	5	0	
	Livestock Farmer (413)	5805	805	755	
Plant Science (1.0102)		1770	2215	610	
	Agriculture Management (180)	5	0	0	
	Grain Farmer (401)	250	240	315	
	Vegetable Farmer (403)	880	1220	160	
	Specialty Farmer (405)	10	0	0	
Food Products (1.0401)		5380	1500	1935	
	Poultry Farmer	110	0	5	
	Livestock Farmer (413)	10	0	0	
	Animal Care (466)	1030	170	195	
	Food Processing (521,522,523)	525	415	460	
	Meat Packing (525)	2280	670	970	
	Food Purchasing (162)	490	30	65	
Home Furnishings (4.1000)		3105	400	495	
	Sales (256,274,278)	1985	260	375	

DATA - NEBRASKA JOB MARKET - PROPOSED PROGRAMS

1/77 North Platte Program and U.S.O.E. number	Occupation and D.O.T. number	Current Level	Projected Demand 6/77	Projected Demand 6/79	Comments
Insurance(4.1300)		10,450	1465	1655	
	Personnel Administration(166)	60	10	10	
	Administration(169)	2,035	345	430	
	Adjustors(241)	950	90	205	
	Sales(250)	3,635	425	390	
	Management(186)	1,010	45	65	
Petroleum(4.1600)		7,385	1525	1215	
	Sales and District Management(163)	5	0	0	
	Management(181, 185, 186)	140	5	0	
	Sales(276)	30	0	5	
	Parking Lot Work(915)	7,205	1520	1220	
Transportation(4.1900)		8,470	5095	9355	
	Management(184)	220	0	5	
	Sales(255, 280)	270	0	30	
	Moving and Storage(922)	3,580	735	760	
	Air Steward or Stewardess(352)	0	0	0	
	Bus or Taxi Driver(913)	4,180	4215	7860	
	Truck Driver(905, 906)	9,770	2215	2780	

DATA NEBRASKA JOB MARKET PROPOSED PROGRAMS

1/77 North Platte Program and U.S.O.E. Number	Occupation and D.O.T. Number	Current Level	Projected Demand 6/77	6/79	Comments
Retail Trades (other)4.200		6905	2190	785	
	Sales (289)	3275	1430	5	
	Canvassing (293)	50	25	20	
	Moving and Storage (922)	3580	635	760	
Nurse (Associate degree) 7.0301		10110	1740	2630	
	Nurse	10110	1740	2630	
Practical (voc.) Nurse 7.0302		4950	1000	1485	
	Practical Nurse (079,354)	4950	1000	1485	
Nurse's Assistance (aide)7.0303		12200	2835	3940	
	Nurse's aide (355)	12200	2835	3940	
Food and Nutrition (9.0107)					
Care & Guidance of Children (9.0201)		725	155	160	
	Nursemaid (307)	70	35	60	
Clothing Mge., Prod. & Services (9.0202)		90	10	5	
	Laundry work (302)	10	0	0	
Food Management, Production and services (9.0203)		885	55	60	
	Manager (187)	290	0	0	
	Domestic Cook (305)	20	5	5	

DATA - NEBRASKA JOB MARKET - PROPOSED PROGRAMS

1/77 North Platte Program and U.S.O.E. number	Occupation and D.O.T. number	Current Level	Projected Demand 6/77	Projected Demand 6/79	Comments
Institutional & Home Management & Support Services(9.0205)		6,060	1615	2350	
	Manager(187)	305	30	15	
	Housekeeper(303)	255	25	10	
	Domestic Housework(306)	545	125	140	
	Hotel Maid(323)	2,605	745	955	
	Housekeeper-Hotel or Institution	2,350	690	1155	
Computer and Console Operator(14.0201)		1,985	305	350	
	Computer & Console Operator(213)	1,985	315	350	
Computer Programmer(14.0203)		1,120	195	185	
	Programmer(020)	1,120	195	185	
Systems Analyst(14.204)		565	120	110	
	Systems Analyst(012)	565	120	110	
Filing, Office Machines, and General Clerical(14.0300)		14,155	3345	1330	
	General Office Work(209)	13,710	3255	1215	
	Miscellaneous Office Work(208)	455	90	115	
File Clerk(14.0302)		2,615	1040	1045	
	File Clerk(206)	2,615	1040	1045	
General Office Clerk(14.0303)		18,700	2915	4415	
	Accounting Clerk(219)	18,700	2915	4420	

DATA - NEBRASKA JOB MARKET - PROPOSED PROGRAMS

1/77 North Platte Program and U.S.O.E. number	Occupation and D.O.T. number	Current Level	Projected Demand 6/77	Projected Demand 6/79	Comments
Communications Systems Clerks & Operators(14.0401)		3,395	1855	250	
	Telephone Work(235)	3,395	1855	250	
Electrical Technology(16.0107)		50	10	0	
	Electrical Engineer(003)	50	10	0	
Electro-Mechanical Technology(16.0109)		0	0	0	
Metallurgical Technology(16.0114)		0	0	0	
Air Conditioning(17.0100)		140	40	50	
	Motorized Vehicle Air Conditioned(620)	15	15	30	
	Utility Equipment Repair(637)	125	25	20	
Appliance Repair(17.0200)		500	60	50	
	Heavy Equipment Repair(827)	500	60	50	
Commercial Art(17.0700)		320	35	85	
	Commercial Art(141)	125	5	10	
	Designing(142)	35	0	5	
Construction Occupations(17.1000)		2,600	300	365	
Carpentry(17.1001)		10,225	2470	2695	
	Carpenter(860)	10,225	2470	2695	

DATA - NEBRASKA JOB MARKET - PROPOSED PROGRAMS

1/77 North Platte Program and U.S.O.E. number	Occupation and D.O.T. number	Current Level	Projected Demand 6/77	Projected Demand 6/79	Comments
Heavy Equipment(Construction)(17.1003)		7,770	1760	1750	
	Motorized Vehicle Repair(620)	1,995	290	270	
	General Industrial Machine Repair(630)	25	10	0	
	Excavating(850)	2,085	745	755	
	Drainage(851)	1,295	175	235	
	Concrete Paving(852)	95	145	330	
	Asphalt Paving(853)	210	10	10	
Masonary(17.1004)		1,490	335	370	
	Brick and Stone Mason(861)	1,470	335	360	
Plumbing and Pipefitting(17.1007)		2,640	835	775	
	Drainage(851)	110	55	40	
	Plumbing(862)	2,505	765	725	
Other Construction(17.1099)		4,670	1180	1005	
	Misc. Merchandising Work(299)	635	160	260	
	Fitting and Bolting(801)	780	220	195	
	Boilermaking(805)	190	85	85	
	Cement and Concrete Work(844)	2,200	510	340	
	Paving(852)	0	30	60	

DATA NEBRASKA JOB MARKET PROPOSED PROGRAMS

1/77 North Platte Program and U.S.O.E. Number	Occupation and D.O.T. Number	Current Level	Projected Demand 6/77	6/79	Comments
Other Construction (cont)	Asbestos and insulation (863)	445	105	30	
	Floor laying (864)	270	20	25	
Custodial Services (17.1100)		10020	1635	2020	
	Cleaning Service (381)	715	205	295	
	Janitorial service (382)	9215	1430	1725	
	Building service (384)	75	0	0	
Electrical Occupations (17.1400)		2565	315	0	
	Assembly of electrical Products (829)	2565	315	0	
Electronic Occupations (17.1500)		940	245	250	
	Electronic Equip.Repair(726)	940	245	250	
Radio/TV (17.1503)		555	75	65	
	Radio/TV repair (720)	555	75	65	
Graphic Arts Occupations (17.1900)		180	5	10	
	Graphic Arts printing (659)	100	5	5	
Machine Shop (17.2302)		4750	1390	1840	
	Machinist (600)	3535	1185	1610	
	Other machine shop (609)	1215	205	230	

DATA - NEBRASKA JOB MARKET - PROPOSED PROGRAMS

1/77 North Platte Program and U.S.O.E. number	Occupation and D.O.T. number	Current Level	Projected Demand 6/77	Projected Demand 6/79	Comments
Plastics Occupations(17.2700)		105	10	10	
	Molding and Casting(556)	100	10	10	
Cook/Chef(17.2902)		14,170	2435	3595	
	Hotel or Restaurant Cook(313, 314)	10,010	1670	2430	
	Miscellaneous Cook(315, 317)	4,160	855	1165	
Waiter/Waitress(17.2904)		18,735	7980	10760	
	Waiter/Waitress(311)	17,515	7520	10240	
	Miscellaneous Food Preparation(319)	1,220	320	520	
Leather Working(17.3400)		215	100	0	
	Leather Repair(789)	10	0	0	
Upholstering(17.3500)		675	115	370	
	Upholstery Repair(780)	875	210	365	

The following table lists occupations for which the current level of employment (June, 1976) figure for the Nebraska market is greater than 3,000 persons. The occupations are listed in decreasing order of employment. An asterisk after the name of the occupation indicates that the occupation is related to a program which is presently a part of the North Platte High School vocational curriculum. Only occupations included in the market study are included.

Employment Level	Occupation
19,595	Secretary*
18,700	Accounting Clerk
17,515	Waiter/Waitress
17,080	General Farmer*
13,885	Bookkeeper*
13,710	General Office Work
13,075	Sales-General Merchandise*
12,200	Nurses Aide
10,225	Carpenter
10,110	Nurse (Associate Degree)
10,010	Hotel or Restaurant Work
9,770	Truck Driver
9,215	Janitorial Service
7,785	Auto Mechanic*
7,440	Management (General Merchandise)*
7,205	Parking Lot Work
5,805	Livestock Farmer
5,605	Apparel and Accessories Sales*
5,430	Clerk-General Merchandise*
4,950	Practical Nurse
4,830	Sales Clerk (Food Distribution)*
4,180	Bus Driver
3,635	Insurance-Sales
3,580	Moving and Storage
3,535	Machinist
3,395	Telephone Worker
3,275	Retail Sales-Other
3,015	Typist*

The following table lists occupations for which the job demand projected between June of 1976 and June of 1977 in the state of Nebraska will be greater than or equal to 1000 persons. An asterisk has been placed after the name of occupations that are related to a program which is presently a part of the North Platte High School vocational curriculum. Only occupations included in the market study are listed.

Demand	Occupation
7,520	Waiter/Waitress
4,215	Bus or Cab Driver
3,255	General Office Work
2,915	Accounting Clerk
2,835	Nurses Aide
2,470	Carpenter
2,435	Cook/Chef
2,215	Truck driver
2,115	Secretary*
1,740	Nurse (associate degree)
1,670	Hotel or restraunt cook
1,520	Parking lot work
1,510	General farmer
1,430	Janitorial service
1,430	Sales-retail trades-other
1,345	Sales-general merchandise*
1,220	Vegetable farmer
1,185	Sales clerk-food distribution*
1,185	Auto mechanic*
1,185	Machinist
1,045	File clerk
1,000	Practical nurse

The following table lists occupations for which the job demand projected between June of 1977 and June of 1979 in the state of Nebraska will be greater than or equal to 1000 workers. An asterisk has been placed after the name of occupations that are related to a program which is presently a part of the North Platte High School vocational curriculum. Only occupations included in the market study are listed.

Demand	Occupation
10,240	Waiter/Waitress
7,860	Bus or cab driver
4,420	Accounting clerk
3,940	Nurses aide
2,925	Secretary*
2,780	Truck driver
2,695	Carpenter
2,630	Nurse (associate Degree)
2,430	Hotel or restraunt cook
2,070	Sales-general merchandise*
1,905	Sales clerk-food distribution*
1,855	Telephone work
1,725	Janitorial service
1,610	Machinist
1,595	General Farmer
1,485	Practical nurse
1,470	Auto mechanic*
1,425	Sales-apparel and accessories*
1,420	Clerk-general merchandise*
1,220	Parking lot work
1,215	General office work
1,165	Misc. cook
1,155	Housekeeper-hotel or institution
1,045	File clerk

The following table lists the instructional programs for which the current level of employment in Nebraska for occupations classified as related to that program in June, 1976 was greater than 3,000. The programs are listed in decreasing order of current employment level. An asterisk after the name of the program indicates that the program is presently a part of the North Platte High School vocational curriculum.

Employment Level	Program
25,740	General Merchandise*
19,595	Secretary*
18,735	Waiter/Waitress
18,700	General Office Clerk
17,110	Agricultural Production*
14,900	Food Distribution*
14,170	Cook/Chef
14,165	Filing, Office Machines, and General Clerical Occupations
13,885	Bookkeeping*
12,200	Nurses Aide
10,450	Insurance
10,225	Carpentry
10,100	Nurse (Associate Degree)
10,020	Custodial Services
8,470	Transportation
7,785	Auto Mechanics*
7,770	Heavy Equipment (Construction)
7,385	Petroleum
6,905	Retail Trades, Other
6,755	Animal Science
6,170	Apparel and Accessories*
6,060	Institutional and Home Management and Support Services
5,380	Food Products
4,950	Practical Nurse
4,750	Machine Shop
4,670	Other Construction
3,930	Welding and Cutting*
3,395	Communications Systems Clerks and Operators
3,105	Home Furnishings
3,015	Typist*

The following table lists the instructional programs for which the job demand projected between June of 1976 and June of 1977 in the State of Nebraska for occupations classified as related to that program will be greater than 1,000 persons. An asterisk after the name of the program indicates that the program is presently a part of the North Platte High School vocational curriculum. Other programs listed are from the possible programs list.

Employment Level Projected	Program
7,980	Waiter/Waitress
5,095	Transportation
3,345	Filing, Office Machines, and General Office Clerical, other
2,915	General office clerk
2,835	Nurses aide
2,735	General merchandise*
2,680	Food distribution*
2,470	Carptentry
2,435	Cook/chef
2,215	Plant science
2,190	Retail trade, other
2,115	Secretary*
1,925	Agricultural production*
1,855	Communications systems clerks and operators
1,760	Heavy equipment (construction)
1,740	Nurse (associate degree)
1,635	Custodial services
1,615	Institutional and Home management and supporting services
1,525	Petroleum
1,500	Food products
1,465	Insurance
1,390	Machine shop
1,185	Auto mechanics*
1,180	Construction and maintenance trades, other
1,155	Animal Science
1,040	File clerk
1,000	Practical nurse

The following table lists the instructional programs for which the job demand projected between June of 1977 and June of 1979 in the state of Nebraska for occupations classified as related to that program will be greater than 1000 persons. An asterisk after the name of the program indicates that the program is presently a part of the North Platte High School vocational curriculum. Other programs listed are from the possible programs list.

Employment Level Projected	Program
10,760	Waiter/Waitress
9,355	Transportation
4,415	General Office Clerks
3,940	Nurses Aide
3,595	Cook/Chef
3,565	Food Distribution*
3,450	General Merchandise*
2,925	Secretary*
2,695	Carpentry
2,630	Nursing (Associated Degree)
2,020	Custodial Services-Other
1,935	Food Products
1,840	Machine Shop
1,750	Heavy Equipment
1,655	Insurance
1,600	Agricultural Production*
1,545	Apparel and Accessories*
1,485	Practical Nursing
1,470	Auto Mechanics*
1,330	Filing, Office Machines, and General Clerical Occupations
1,215	Petroleum
1,085	Animal Science
1,045	File Clerk
1,005	Construction, Other

INTERPRETATION OF THE STATE AND NATIONAL MARKET DATA

The information contained in the sections on state and national market data represent only a segment of the total quantity of information related to this topic. In making an interpretation of the date or in going beyond the data included in this report, the following sources may be of value:

Occupational Outlook Handbook, Bureau of Labor Statistics, Department of Labor.

This book was used as the source for all of the national market data in this report. The handbook contains additional information that was not included in this report. Information on the training required for various occupations is also given. The latest version of this book should be used whereever possible.

Occupational Outlook Quarterly, Bureau of Labor Statistics, Department of Labor.

The Occupational Outlook Handbook is published only every two years. The Quarterly is published to update the Handbook.

Tomorrow's Manpower Needs, Bureau of Labor Statistics, Department of Labor.

Supplement 3 of this report is titled "Matching Occupational Classifications ot Vocational Education Program Codes." This could provide a system of occupation-code matching other than that used in this report. A simplified occupational classification system is used.

Manpower Report of the President, U.S. Department of Labor.

The Report contains a large quantitiy of information which may be needed to answer specific questions about the manpower situation both at the national and state level. Types of statistical data include: educational attainment projections, a variety of employment and unemployment statistics, population projections, and consumer price index information.

Occupational Opportunities in Nebraska, Nebraska Research Coordinating Unit for Vocational Education, Lincoln, Nebraska.

This booklet was used as the source for all of the Nebraska market data in this report. This should be consulted if questions about the computer projection techniques used come up. Additional data (such as break-down by vocational-technical college areas) can be found in this booklet. (Can be obtained free from the RCU.)

Nebraska Work Trends, Job Service of Nebraska.

This monthly publication presents current information on the job market in Nebraska.

The publications listed above should be considered as primary supplemental material to the vocational needs assessment.

NORTH PLATTE MARKET DATA

Responsibilities for the North Platte Market portion of the job market analysis were assigned to a sub-committee of the vocational needs assessment steering committee consisting of Mr. Pat Trftt, distributive education coordinator and Mr. Bill Kalblinger, chairperson of the industrial arts curriculum committee. The objectives of the survey of the North Platte market were to obtain an estimate of the current employment levels for various occupations, an estimate of the local labor supply and demand situation, and information about selected hiring practices. Employers were given the opportunity to make suggestions and comments in relation to the public school system.

The questionnaire obtained form the conference at Kearney State College was examined, deemed to be adequate for the kinds of information desired and was adapted with little modification. A copy of the survey appears later in this section.

The next problem considered was that of which businesses would be given the survey. A check with the North Platte Chamber of Commerce revealed that over 1200 legitimate businesses existed within the community. The Chamber provided lists of the names of businesses that were and were not members of the Chamber. The committee decided to limit the study to businesses that were members of the Chamber. Examination of the list of members of the Chamber revealed that this group did appear to be representative of the total number of businesses in North Platte. About half of the businesses in North Platte were Chamber members at the time of the survey. In addition, using businesses that were Chamber members provided the advantage that information was readily available about

the nature of each business and about individuals to contact within the business.

Even limiting the businesses to be considered in the survey to Chamber members did not reduce the potential survey recipients to a manageable size. The smallest number of businesses which would need to be surveyed in order to provide a reasonable sample was estimated to be around 10% of the total number of businesses or about 120. To insure that a wide variety of businesses would be surveyed, the businesses on the Chamber list were classified according to the United States Office of Education vocational education program titles. Ninety separate titles containing one to 43 businesses each were identified. From one to five businesses were selected from each group and designated to receive the survey. The total number of businesses finally designated was 135.

In addition to seeing that a representative sample of businesses were surveyed, concern was expressed that the larger businesses should be insured inclusion in the survey. Since the four largest businesses in North Platte employ approximately 1/3 of the labor force, the decision was made to insure that the fifteen largest employers in the community received surveys. The list of businesses was then enlarged by adding those from the list of the fifteen largest that were not in the original sample.

The surveys were distributed and collected by a student cadre selected and trained by the subcommittee. Ten students were selected and given instructions regarding the nature and purpose of the survey. These students were responsible for delivery of the survey to the proper contact person, explanation of the survey

and its purpose, and pick up of the completed survey. A period of a week was allowed between delivery of the survey and the subsequent attempt to pick up the completed survey. Students followed up on businesses which did not have the survey completed. March 11 was established as a cut off date and follow-up was discontinued after that date. A total of 78 businesses returned the survey.

Obviously, the final sample of businesses which returned the survey could not be considered a completely random sample. The following factors would argue against this fact:

1. The study was limited to Chamber of Commerce members.

2. The division of businesses into instructional program groupings was based on the judgment of the subcommittee.

3. At least one business was selected from each instructional group, even if that group contained only one business.

4. The largest businesses in town were automatically included.

5. Only those businesses which returned a survey were included in the final tabulation.

Despite these limitations, the survey did reach a wide variety of businesses and did directly account for almost 20% of the labor force. As with the rest of this needs assessment, interpretation of the results is left to the reader. One conclusion reached by the subcommittee was the idea that a larger percentage of the total number of businesses should be sampled. The subcommittee went on to recommend that a larger local manpower study encompassing 300-400 businesses be started in the Fall of 1977 with a longer period of time allowed for follow-up.

TABULATION OF THE LOCAL MANPOWER SURVEY

Most of the information in the local manpower survey could be summarized by simply counting up the total number of responses to each question. Because of this circumstance, the presentation of the results of the survey has been placed directly on a copy of the questionnaire for presentation in this report. With the exception of questions 6 throubh 9 of Part I, all numerical data from the survey appears on the next several pages. All numbers represent the total number of businesses which indicated the given response on their questionnaire. The only exception to this is the data relating to the number of employees currently on payroll in Part II of the survey. These numbers represent the total number of employees employed in the corresponding job by all businesses that responded.

MANPOWER SURVEY

NORTH PLATTE HIGH SCHOOL
VOCATIONAL EDUCATION PROGRAM

LOCAL MANPOWER SURVEY

CONFIDENTIAL: This information reported in this survey will be used for occupational education planning purposes only and the source of the information will not be divulged to any other agency or party.

INTRODUCTION: The purpose of this questionnaire is to gather information and opinions from businesses, industries, governmental and professional employers for use in considering new occupational programs or for improving existing occupational educational programs for youth and adults in the North Platte area. Please fill in the questionnaire as completely and accurately as possible. The results will be used for occupational education planning purposes only and your organization will not be identified in any published report.

SPECIAL NOTE: Study the heading of each section of the questionnaire. If it is applicable to your organization, please complete that section; if not, proceed to the next section. When supplying employment data, please use only full-time employment figures.

PART I

GENERAL INFORMATION

1. Name of the Business _____
_____

2. Mailing Address _____
(street) (town)

3. Name of person completing this form _____

4. Position or title of respondent _____

5. Telephone number of respondent and appropriate extension _____

_____
(number) (extension)

6. Total number of employees in your organization or division _____

7. What percentage of you employees are ____% Males; ____% Females

8. What percentage of your employees are from the North Platte area? ____%

9. Please check the space opposite the description which best identifies the activities of your business. Check more than one, if needed.

3 Agricultural Service (farm, equip. dealers, etc.

2 Advertising (radio, newspaper, etc.)

5 Auto Services (dealers, etc.)

1 Bank and Finance (loan, credit, etc.)

4 Construction (contractors)

1 Education (private schools, etc.)

3 Entertainment and Recreation (orchestras, etc.)

4 Food, Dairy, Drink (retail) (supermarkets, etc.)

15 Retail - other than food, dairy and drink (retail merchants)

2 Health, Hospital, Medical, Dental (physicians, etc.)

3 Professional - other than medical and dental (lawyers, etc.)

3 Durable Manufacturing (hard goods)

3 Non-durable manufacturing (soft-goods)

2 Government - Federal, State and local (mayors office, etc.)

3 Hotel and Motel (inns)

2 Insurance (mutuals, etc.)

1 Real Estate (brokers)

7 Service (other than auto) (appliance shops, etc.)

4 Transportation (travel bureaus, railroads, trucking, etc.)

4 Utilities (water and lights, etc.)

0 Wholesaling (all products)

9 Others (write in below)

_____

_____

_____

_____

PART II

JOBS THAT DO NOT REQUIRE FORMAL, IN-SCHOOL EDUCATION BEYOND HIGH SCHOOL

Please supply the information requested, relative to your establishment, for the skilled, semi-skilled and unskilled jobs listed below, for which high school level education and training (plus work experience) are considered sufficient and desirable. If formal education and training beyond high school are essential or desired, do not make entries here.

TYPE OF JOB	Number of Employees curiently on payroll	Expected Average Annual Employment 1977-1982 (check one)			Local Supply of Qualified Employees (check one)		
		Increase	Same	Decrease	Scarce	Adequate	Surplus
1. INDUSTRIAL JOBS							
1. Air Cond., Refrig. and/or heating mechanic	14	1	2		1	3	
2. Appliance repairman							
3. Auto-mechanic	6		2		1	1	
4. Assembly line worker	8	1		2	1		2
5. Aviation mechanic							
6. Boat builder							
7. Cabinet maker	4		1		1		
8. Gardner							
9. Chemical worker							
10. Electrician (wireman)	44	2	1		1	2	
11. Electronics repairman	18	2	1		1	1	
12. Electrician (lineman)	60	1				1	
13. Explosives worker	1		1			1	
14. Foundry worker (unskilled)							
15. Machine operator	52	2			1	1	
16. Machinist	102		2		1	1	
17. Mechanic-general	17	1	2		2		
18. Meat Cutter	46		1			1	
19. Millwright							
20. Miner							
21. Painter	12	1	1		1	1	
22. Plasterer							
23. Plastics worker							

TYPE OF JOB	Number of Employees Currently on Payroll	Expected Average Annual Employment 1977-1982 (check one)			Local supply of Qualified Employees (check one)		
		Increase	Same	Decrease	Scarce	Adequate	Surplus
24. Plumber	17	1	1		1	1	
25. Printer	12	1	1		2		
26. Railway worker	250			1		1	
27. Roofer	3		1			1	
28. Sheet metal worker	41	2			1	1	
29. Stationary operator							
30. Steel worker	38	2			1	1	
31. Truck Driver	36	2	3		2	2	1
32 Welder & flame cutter	31	2	1		1	2	
33. Heavy Equip. operator	12		1			1	
34. Unskilled laborer	741	3	2			3	2
35. Others: (describe below)							
Meat wrappers	6						
Forklift operator	2		1			1	
Gravel pumper	1		1			1	
2. SALES AND SERVICE JOBS							
1. Barber							
2. Bartender	1	1				1	
3. Beautician	3		1			1	
4. Bus boy	2		1			1	
5. Bus driver							
6. Cashier (retail store)	59	2	1		1	2	
7. Cook or Chef	6	1	1			2	
8. Fireman							
9. Florist							
10. Gardener-yard care							
11. Hospital attendant							
12. Janitor	11			1	1	1	
13. Laborer	102	2			1	1	
14. Laundry and dry cleaning worker							
15. Law enforcement off.	5		1			1	
16. Marine Service Worker							
17. Meter reader							
18. Nurse's Aide							
19. Plant security guard							
20. Postal worker							
21. Route salesman	18	1			2		
22. Salesperson (retail)	29	6	3		5	4	
23. Seamstress							
24. Service Station attendant							

TYPE OF JOB	Number of Employees Currently on Payroll	Expected average Annual Employment 1977-1982 (check one)			Local Supply of Qualified Employees (check one)		
		Increase	Same	Decrease	Scarce	Adequate	Surplus
25. Shoe repairman	20	1					
26. Stock boy							
27. Tailor	14	1					
28. Waiter or waitress			1				
29. Water treatment or sanitation worker	27	1					
30. Others (describe below)	1						
Stock clerk	6		1				
Clean-up person			1				
Buyer							
3. BUSINESS OFFICE JOBS							
1. Bank Clerk or teller	19	3	7		3	5	
2. Bookkeeper	46		3	1		5	
3. Clerk Typist	2	1			1		
4. Data Processing	21	1	1		1		
5. Dispatcher	25	2	1	1	1	3	
6. General office worker	14	1	1		1	1	
7. Office machine operator	17		3			2	1
8. Stenographer							
9. Other (describe below)	6	1					1
Station agent							
4. MISCELLANEOUS JOBS Not requiring post-high school education (describe below)							
1. Parts department	2	1			1		
2. Checker	25	1					
5. AGRICULTURE JOBS							
1. Farmer							
2. Nursery worker							
3. Packer or shipper							
4. Others (describe below)			1				
Livestock auctions	21					1	

PART III

EMPLOYER OPINION AND PRACTICE

A. With respect to the requirements of your organization for entry employment, in what job categories do you employ young persons who have "dropped out" without finishing high school? Please put check marks under the headings which best describe your establishment's operating policies.

	Frequency of Employment		
	Common Practice	Infrequently	Almost Never
1. Highly skilled jobs	2	3	11
2. Business office jobs	0	2	13
3. Sales jobs	4	2	10
4. Apprenticeship for the highly-skilled trades and crafts	3	2	4
5. Semi-skilled jobs (assembly line and production workers, machine operators	1	5	7
6. Service jobs	4	6	6
7. Unskilled labor	12	3	5

B. With respect to the requirements of your organization for entry employment, in what job categories do you employ young persons who have just graduated from high school? Please put check marks under the headings which best describe your establishment's operating policy.

	Frequency of Employment		
	Common Practice	Infrequently	Almost Never
1. Technical jobs	1	5	5
2. Highly skilled jobs	3	1	8
3. Business office jobs	5	5	4
4. Sales jobs	4	4	8
5. Aprenticeship for the highly skilled trades and crafts	6	3	5
6. Semi-skilled jobs (assembly line and production workers, machine operators.	6	5	3
7. Service jobs	10	3	3
8. Unskilled labor	15	4	2

C. To what extent do existing education facilities in the North Platte area meet the occupational and training needs of your company or establishment?

19 very well 44 fairly well 14 poorly

D. Would your organization be interested in participating in discussions for further study of plans for improving occupational education and training at high school and post-high school levels in the North Platte area?

23 yes 28 no 27 undecided

E. Is there a formal "in class" training program in your organization?

18 yes 37 no

If yes, please check the type of program you now operate:

9 apprenticeship	2 plant management
7 supervisory training	8 job upgrading
6 technician training	7 other (describe below)
6 executive development	

_____
_____
_____

F. Do you hire trained handicapped persons?

12 yes 38 no

PART IV

Job Upgrading

If schools should offer courses to help adults to upgrade job competencies and which would supplement but not necessarily duplicate existing adult education programs, which of the following do you believe might help your employees? (check all that apply.)

AIR CONDITIONING AND REFRIGERATION
- Theory
- 1 Equipment Servicing
- 1 Design and Installation of Systems
- Sheet Metal Ductwork

BLUEPRINT READING
- 4 Various options

DRAFTING
- 2 Elementary
- Architectural
- Tool and Die design
- 2 Advanced Mechanical
- Detailing, Machine & Tool
- Auto Body Design
- Plant Layout
- 1 Machine Design

METALLURGY
- Heat Treatment
- Foundry Practice
- 6 Acetylene Welding
- 5 Electric Arc Welding
- 2 Inert Gas (Heliarc) Welding
- Structural Steel & Concrete
- Metalography

MECHANICS
- 3 Automotive Service Repair
- 5 Diesel Engine Repair
- 1 Farm Machinery Repair

MATHEMATICS
- 18 Basic
- 2 Geometry & Trigonometry
- 18 Applied Business
- 1 Technical Mathematics
- 1 Slide Rule

SUPERVISORY TRAINING
- 10 Foreman
- 8 Administrative

ELECTRICITY-ELECTRONICS
- 10 DC and AC Fundamentals
- 3 Transformers, Alternators, Controllers
- 3 Electrical Equipment Maintenance
- Electro-magnetic Control Devices
- Industrial Electronic Controls
- 2 Tubes and Transistor Circuits
- 2 Electronic Equipment Service
- Thermometry and Pyrometry
- 3 Basic Electronics
- Instrumentation
- 2 Computer Servicing
- TV and Radio Repair
- 3 Design of Automated Systems
- 1 Communications Electronics

HYDRAULICS
- 5 Fundamentals
- 3 Pumps, Valves, Controls
- 2 Circuits
- 2 Equipment Maintenance

BUSINESS
- 22 Operations and Management
- 24 Marketing
- 19 Salesmanship
- 20 Retailing
- 18 Small Business Management
- 12 Advertising and Display
- 2 Real Estate
- 5 Mathematics of Finance
- 18 Introduction to Business
- ½ Money and Banking
- 2 Insurance
- 3 Investments
- 31 Economics of Business
- 4 Statistics
- 6 Data Processing & Programming
- 2 Key Punch Operations
- 1 Business Methods & Systems
- 10 Accounting-Bookkeeping
- 8 Business Machines
- 8 Stenography
- 8 Typewriting

GENERAL

15 Report Writing
13 Communications (Speech, Grammar)
12 Spelling
2 Speed Reading
2 Advanced Mathematics
1 Foreign Language
1 Chemistry, General and Applied
1 Technical Physics
12 Human Relations (Applied Psychology)
2 Social Sciences
4 Humanities
1 Fine Arts

OTHER
(List all other types of adult upgrading training below)

PART V

GENERAL COMMENTS

Please list any comments which you or other officials of your firm may wish to make about the improvement of education and training opportunities in the North Platte area.

OTHER RESPONSES TO THE LOCAL MANPOWER SURVEY

Questions 6 through 9 of part one of the local manpower survey resulted in information that would be more useful if presented in tabular form. The information obtained from these questions is summarized in the tables below:

Question 6, Part I: Total number of employees in your organization or division:

Number of people	Number of businesses/percent
1	15
2-5	30
6-10	7
11-15	8
16-20	5
21-25	3
over 25	10

Question 7, Part I; Percentage of employees that are male or female:

Percentage range	Number of businesses indicating female	Number of businesses indicating male
0-10%	12	3
11-20%	6	3
21-30%	4	4
31-40%	2	4
41-50%	3	4
51-60%	6	3
61-70%	3	3
71-80%	2	8
81-90%	2	6
91-100%	7	14

Question 8, Part I ; What percentage of your employees are from the North Platte area?

Percentage range	Number of businesses
0-25	5
26-50	3
51-75	4
76-100	63

Question 9, Part I. The nine responses to the portion of Part I, question 9 where "other" was a possible answer were as follows: Transportation and Heating, Commercial printers, collection agency, USDA-packers, ready mix commercial company, gravel pumping, welding, machinist work, beautician, livestock sales, broker, repair and reconditioning of furniture, sales and service of construction equipment, signs, and plumbing and heating.

Two questions in Part III of the survey had additional answers written in (in some cases even where they were not asked for.) In response to the first section of question E of Part III (asking if there is a formal training program in the organization), 13 businesses responded "sometimes" and 10 did not respond. To the second part of this question (asking about the type of program operated by the organizations which did have a formal training program) the following additional responses were written in: sales training, customer relationships, and general attitude. In response to question F of Part III (do you hire handicapped workers?), 6 businesses responded "unknown" and 22 gave no response.

LOCAL MANPOWER SURVEY -- GENERAL COMMENTS

In Part V of the local manpower survey, employers were given the opportunity to make comments about the improvements of education and training opportunities in the North Platte area. These responses are recorded below.

1. Hiring trained meat cutters, both male and female, presents a real problem. Also hiring young people of the type who want to learn the meat cutting--butchering and related jobs) who also are willing to start at the bottom, apply themselves and work their way up.

2. I think Voc-Tech school is fine and I think they could be better if (in our business) they would consult with us before they buy equipment and plan training there to let us help guide them to the things that our future young employees need the help with. I sent people to some of their courses and it is OK but would be better with closer cooperation between school and business man.

3. All aspects of school education are important. Not only in the airline industry but in all businesses. The airline industry is a highly specialized business. Much of the training is "on the job". Various facets of an airline agent's job are ticketing--accounting--aircraft weight and balance--knowledge of weather--salesmanship--management--airline routings--just to name a few.

4. More DECA programs. General attitude studies.

5. There is not much we can add since we ourselves are so new and unsure of our expansion program. At present we have all the staff we need and everyone had previous merchandizing or retail experience. Also we feel a basic qualification is being a well read person since we are a "specialty" shoppe!

6. First of all--you have to find someone who wants to work and is dependable.--It's not always the education you have, but the drive a person has to better himself. A person has to be able to follow directions and learn something from the criticism he or she receives.--Employees like to hire bright young people who are a little seasoned to the world's problems. These are usually high school grads but not always so. Experience in different kinds of jobs and being able to cope with the public and the world we live in is a very important issue in any business. On the job training is almost essential in my business. It helps if you grow up in the business. (name deleted.)

7. I am not too well aquainted with high school level education but I feel you are skipping over a lot of basics. Not everyone is going to be a nuclear physicist nor does everyone want to be. Students are graduating not having the ability to comprehend the basics because it has been gone over but not frequently enough.

8. The need to stress math more.

9. In our field--which is nearly impossible to hire are young men with any knowledge of precise machine (lathe and mill) capabilities. So few are interested in working at this. It is a high paying job but nearly impossible to find locals.

10. I feel the need of teaching responsibility. Most young students don't realize the importance of their job in reference to the effect it has on their employees records and promotion. Anything the employees do to help the business also helps themselves in future triumphs.

11. We hire contract labor once in a while. They are usually skilled in roofing. But my husband has trained some help. He does most of the work himself.

12. We feel that because of the type of our business and service that most high school graduates would be able to qualify for a clerk or a carrier position in our office. For those people who would want to get into the management part of the Postal Service, some years of business management training would be very good. But as far as learning the workings of the post office is concerned, this almost has to be done from experience.

13. I believe we are not turning out people that know how to work. We give them all the knowledge they can use but don't teach them how to use this knowledge. Teach them how to do things in connection with their work without being told. We are making robots out of all our young people.

14. In addition to expanding adult educational programs, this community needs to have more accessability to junior and senior college level courses. By forcing our young adults to continue their education elsewhere, we lose a valuable labor market.

OCCUPATIONS NOT INCLUDED IN THE STUDY

In formulating the list of occupations to be studied in the national and Nebraska job market analyses, the area was limited to occupations which fell under either existing or proposed vocational programs. Occupations not in this list were included as part of the local survey because of the possibility that individuals in North Platte might be employed in those jobs. In the student interest survey, a list of occupations was included as part of a student questionnaire. This list was different from either the list used in the state and national studies or the local study. These lists in turn differ from the list of jobs actually held by graduates as determined by the graduate follow-up survey. In order to provide some kind of continuity, an additional chart was prepared giving basic information on occupations not included in the state and national market studies. This chart includes both vocational and non-vocational occupations. Where possible, the national employment level, state employment level, national demand, and state demand are given. No attempt to classify into instructional programs or determine any other information was attempted. This table appears on the next page.

A detailed explanation of the meanings of the columns can be found by consulting the appropriate sections of the state and national market analyses. Sources are the Occupational Outlook Handbook in Brief and Occupational Opportunities in Nebraska. A dash indicates that the data was either unavailable or could not be abstracted from both sources.

Occupation	Employment Level nation-wide 1974	Demand Nation-wide persons/ year-1985	Employment level Nebr. June, 1976	Demand Nebraska persons needed thru June, 1977
Machine Tool Operator	600,000	18,000		
Assembler	1,140,000	63,000		
Blue-collar worker-supry.	1,460,000	61,000		
Inspector manufacturing	790,000	51,000		
Bank Clerk	517,000	54,000		
Bank Teller	270,000	30,000		
Lawyer	342,000	26,400	3,690	235
Personnel and Labor relations worker	320,000	23,000		
Barber	130,000	5,550	590	50
Cosmetologist	500,000	50,800	2,915	345
Private household worker	1,200,000	52,000		
Firefighter	220,000	7,300		
Guard	475,000	26,000	3,900	1,945
Police Officer	480,000	22,000		
Mail carrier	267,000	5,600	1,965	10
College teacher	527,000	14,000	1,335	140
Elementary Teacher	1,276,000	94,000	7,825	720
Secondary Teacher	1,086,000	37,500	8,825	940
Painter Painter	450,000	16,700	1,080	335
Airplane Mechanic	130,000	3,200		
Airplane Pilot	79,000	2,800	380	45
Railroad Occupations				
A. Brake Operator	73,000	700		
B. Conductor	39,500	1,250		
c. Engineer	37,000	1,350		
d. Shop work	75,000			
e. Signal Department	11,500	250		

Occupation	Employment Level Nation-wide 1974	Demand Nation-wide persons/ year-1985	Employment Level Nebr. June, 1976	Demand Nebraska Persons needed thru June, 1977
f. Station Agent	7,600			
g. Telegrapher, telephoners tower oper.	11,000			
H. Track worker	57,000	1,050		
Forester	24,000	950		
Diesel Mechanic	95,000	3,400	515	135
Farm Equipment mechanic	60,000	2,700	2,580	400
Dental Assistant	120,000	14,500	1,510	170
Dentist	105,000	6,200	1,340	45
Physician	350,000	23,000	3,260	380
Veterinarian	29,000	1,450	695	40
Medical Assistant	220,000	27,200	3,175	475
Medical Lab-worker	175,000	18,800		
Pharmacist	117,000	6,500	1,460	110
Social worker	300,000	30,500	1,950	300
Actor/Actress	10,000	900		
Musician/Singer	121,000	7,600	720	25
Interior Decorator	34,000	1,550	305	35
Radio/TV Announcer	19,000	600		
Commercial Artist	64,000	4,000	480	30
Photographer	80,000	3,400	510	90
Athletics and Sports Occupations			365	65
Self-employed farmer			52,935	951

Part 3

EXISTING PROGRAMS ANALYSIS

The purpose of the existing programs analysis was to gather data for the purposes of determining if the present program was meeting the local needs. The analysis included data on past and current enrollment, a student interest survey, and a follow-up of graduates. A report on each of these three sections follows.

PAST AND PRESENT PROGRAM INFORMATION

In preparation of the past and present program information section of the existing programs analysis, data was gathered regarding courses offered at North Platte Senior High School in the 74-75, 75-76, and 76-77 school years. For each vocational and special vocational needs course, data on initial enrollment in the course and number of students completing the course was obtained from school records. From the initial enrollment data, a trend figure was computed. The number of teacher-class equivalents for each section was also determined. This data appears on the table on the following pages.

An explanation of the data in the table which appears on the next pages is given below:

Column 1: Course and U.S.O.E. Code. This column lists the courses offered and the code number assigned by the United States Office of Education. If no code number is given, the course does not fall under one of the categories used by the U.S.O.E.

Column 2: Staffing:Teacher-Class Equivalents. One teacher-class equivalent is considered to be equal to one teacher teaching for one period for five days per week. Normal load for a teacher at North Platte Senior High is 6 teacher-class equivalents.

Column 3: Vocational Enrollments. This column states the number of students who were in the respective class at the start of the course.

Column 4: Vocational Education Completions. This column states the number of students who completed the course.

Column 5: Enrollment Trends. This column states the expected trend in pupils per year for that course. The figures in column 5 was computed from the data in column 3. (For the mathematically inclined, the number in column 5 is the slope of the regression line or trend line of the two or three numbers given in column 3.)

COURSE AND U.S.O.E. CODE	STAFFING - TEACHER-CLASS EQUIVALENTS			VOCATIONAL ENROLLMENTS			VOCATIONAL EDUCATIONAL COMPLETIONS		ENROLLMENT TRENDS (+ OR -)
	74-75	75-76	76-77	74-75	75-76	76-77	74-75	75-76	
HOUSING 09:0109	2	4	5	104	84	87	87	81	-9
CHILD DEVEL 09:0102	8	6	6	102	101	125	95	94	+12
ADULT LIVING 09:0199	12	12	12	174	170	141	157	163	-17
FOODS 09:1007	6	6	6	110	104	97	106	93	-7
CLOTHING I 09:0103	4.8	6	4.8	29	48	33	29	45	+2
CLOTHING II 09:0103	4.8	6	4.8	27	8	11	27	8	-8
DIST ED I II 04:0000	4	6	4	67	53	57	58	51	-5
DIST ED III-IV 04:000	4	2	2	60	54	29	57	54	-16
OCC MATH 99:0000	10	8	8	153	127	86	127	98	-34
ADV OCC MATH 99:0000	not offered	4	4	not offered	66	61	not offered	47	-5
TECH DRAW 1-2 17:1300	6	4	6	62	47	63	51	44	+1
TECH DRAW 3-4 17:1300	2	2	2	22	15	19	21	12	-2
TECH DRAW 5-6 17:1300	0	0	2	5	7	6	4	7	+1
ARCH DRAFT 16:0103	2	2	2	16	18	15	15	17	-1
AG. MGT 01:0100	1	1	1	13	13	11	13	13	-1
AG. BLD CONS 01:0100	2	2		21	15	dropped	21	14	-6
ANI. SCIENCE I 01:0100	4	4	4	47	41	43	38	40	-2
ANI. SCIENCE II 01:0100	4	4	4	38	35	38	36	34	0
HORTICULTURE 01:0500	2	2	1	19	13	23	17	11	+2
AGRONOMY 01:0100	1	1	1	22	[illegible]	20	21	14	-1
AG. MECH 01:0300	2	2	2	12	10	9	11	9	-2
SHOP DRAW	not offered	2	2	not offered	40	42	not offered	36	+2

COURSE AND U.S.O.E. CODE	STAFFING - TEACHER-CLASS EQUIVALENTS			VOCATIONAL ENROLLMENTS			VOCATIONAL EDUCATION COMPLETIONS		ENROLLMENT TRENDS (+ OR -)
	74-75	75-76	76-77	74-75	75-76	76-77	74-75	75-76	
ELECTRICITY 17:1002	6	6	8	102	104	129	94	98	+14
ELECTRONICS 17:0108	4	4	4	21	20	24	18	20	+2
METALS 17:2399	4	4	4	61	69	74	59	62	+7
WELDING 17:2306	8	8	8	65	49	62	64	47	-2
AUTO MECH 17:0302	6	6	6	74	57	61	64	55	-7
TRADES & IND 17:0000	4	4	4	19	17	18	19	13	-1
WOODWORK 1-2 17:3600	10	8	12	109	98	122	93	85	+7
WOODWORK 3-4 17:3600	6	6	4	56	65	39	50	52	-9
BEG WOODS	not offered	2		not offered	38	drop	not offered	33	---
TYPE 1-2 14:0900	12	14	14	151	181	202	138	156	+26
TYPE 3-4 14:0900	4	4	6	53	52	76	45	45	+12
SHORTHAND 1-2 14:0700	4	2	4	31	26	54	21	21	+12
SHORTHAND 3-4 14:0700	2	2	0	9	2	0	8	1	-7
GEN TYPE 1-2 14:0900	6	8	8	59	93	105	44	76	+23
GEN TYPE 3-4 14:0900	2	2	4	24	28	55	19	26	+16
OFFICE PRAC	4	4	4	21	13	37	20	12	+8
ACCOUNTING 14:0100	6	4	4	80	65	69	75	64	-6
RECORDKEEP	2	4	4	80	65	69	75	64	-6
ENGLISH 3-4S	10	10	10	116	108	118	89	85	+1
ENGLISH 5-6S	8	8	10	87	98	110	66	67	+12

In the table for the existing programs analysis, the programs corresponding to each course are identified by the U.S. of Education code numbers. The following list gives the actual name of the program and the courses offered at North Platte High School which are classified under the respective programs:

Agricultural Producation - Agricultural Management, Agricultural Building Construction, Agronomy, Animal Science I, II

Agricultural Mechanics - Agricultural Mechanics

Horticulture - Horticulture

Apparel and Accessories - Distributive Education I, II, III, IV

Food Distribution - Distributive Education I, II, III, IV

General Merchandise - Distributive Education I, II, III, IV

Housing and Home Furnishings - Housing

Other Consumer and Homemaking - Adult Living

Child Development - Child Development

Food and Nutrition - Foods

Clothing and Textiles - Clothing I, II

Accounting - Accounting

Bookkeeping - Accounting

Secretary - Shorthand 1, 2, 3, 4

Stenographer - Shorthand 1, 2, 3, 4

Clerk-Typist - Typing 1, 2, 3, 4; General Typing 1, 2, 3, 4

Typist - Typing 1, 2, 3, 4; General Typing 1, 2, 3, 4

Architectural Technology - Architectural Drawing

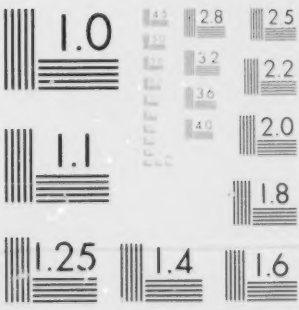
Electronic Technology - Electronics

Auto Mechanics - Auto Mechanics

Electricity - Electricity

Drafting Occupations - Technical Drawing 1, 2, 3, 4, 5, 6

Welding and Cutting - Welding



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS 1963-A

Other Metal Work Occupations

Woodworking Occupations - Woodworking 1, 2, 3, 4

Not classified or Other - Occupational Math, Advance Occupational Math, Trades and Industries, Beginning Woods, Recordkeeping, Special Vocational Needs English

PROGRAMS IN OTHER SCHOOLS IN NEBRASKA

In examination of the present programs of a school, the questions is frequently asked as to what programs are offered in other high schools. The most recent publication which gave this in detail was published by the federal government in 1973 covering the 1971-72 school year. Using this publication, school districts that were approximately the same size as the North Platte District and/or those which were athletic opponents to North Platte High School were studied. After finding out the programs in eight schools, with additional schools did not add to the list.

Composite of Vocational Programs in Nebraska (1971)

Source: Directory of Secondary Schools with Occupational Curriculums 1971
U.S. Dept. of Health, Education, and Welfare

Composite of: Alliance, Grand Island, Hastings, Ogallala, Norfolk, Columbus, Kearney, and McCook (adding North Platte, Lincoln SE and Lincoln East does not add to the list.)

Agri-Business Occupations

Agricultural Production
Agricultural Products
Agricultural Supplies/Services
Agricultural Resources
Agricultural Mechanics
Agriculture, Other

Marketing & Distribution Occupations

Apparel and Accessories
Industrial Marketing
Food Distribution
Retail Trade, Other
General Merchandise
Distributive Education, Other
Hardware, Building Materials

None in the area of Health Occupations

Home Economics

Homemaking: Personal, Home and Family
Consumer Education
Child Development
Family Relations
Clothing and Textiles
Foods and Nutrition
Home Management
Housing and Home Furnishings
Homemaking, Other
Clothing Mgmt., Production and Services
Home Economics, Occupational, Other

Business and Office Occupations

Accounting and Computing Occupations
Business Data Processing Systems occupations
Filing, Office Mach., Clerical "
Information Communication Occupations
Steno, Secretarial & related "
Typing and Related Occupations
Office Occupations, Other

Technical Occupations: None

Trade and Industries Occupations

Appliance Repair	Auto Mechanic
Automotive services, other	Carpentry, Construction
Electricity, Construction	Drafting Occupations
Electrical Occupations	Electronic Occupations
Graphic Arts Occupations	Metal working Occupations
Small Engine Repair, Internal Combustion	Woodworking Occupations
Trade and Industrial Occupations, other	

STUDENT SURVEY

In order to involve students who are now in school in the process of planning for vocational education, a student survey was developed. The student survey concentrated on obtaining information about present and future plans, occupational aspirations, and opinions of courses. The preparation, administration, and tabulation of the student survey proved to be one of the more time consuming portions of the needs assessment.

PREPARATION OF THE STUDENT SURVEY QUESTIONNAIRE

Responsibility for preparation of the study survey questionnaire was given to the Vocational Needs Assessment Steering Committee. The Committee met and agreed upon the questionnaire which appears on the next eleven pages. Pages one and two consisted of general information questions relating to the vocational program and the students future plans. Pages three to eight comprised an occupational survey. A list of occupations was given and students were asked to identify their first, second, third, forth, and fifth choices as to what they would like to do when they completed schooling. The list of occupations was a composite of a list provided in a sample questionnaire obtained at the Kearney conference, a list from a vocational survey taken in 1974-75 in Lincoln County, and a list of the occupations from the state job market analysis (see part two). Pages nine to eleven and part of page eight contained questions about present and proposed courses. Page nine contained a list of present vocational courses offered at North Platte High School (this list was identical to that used in the past and present program information section.) Students were asked to indicate if they had attempted to get into one or more of these courses but were unable to do so. Page ten contained the same list but asked sophomores if they were interested in taking any of the listed courses as a junior or senior; seniors were asked if they would have liked to have taken any of these courses as a sophomore or junior.

NORTH PLATTE NEEDS ASSESSMENT FOR VOCATIONAL EDUCATION

STUDENT QUESTIONNAIRE

The North Platte Senior High School Vocational Education Program is in the process of considering current programs and making plans for what programs to offer in the future. As part of the planning process, we are very much interested in ways that we might better serve you. We would very much appreciate your cooperation in completing this questionnaire. Thank you.

1) What grade are you in? (circle the appropriate number)

8 10 12

2) Sex

Male _____

Female _____

3) If you had the opportunity, would you enroll in vocational courses as part of your high school program?

Yes _____

No _____

4) What do you plan to do on a full-time basis during the first year after you finish high school?

a) Work on a full time job a) _____

b) Get married b) _____

c) Enter military service c) _____

d) Work at home for parents d) _____

e) Attend college or university e) _____

f) Enroll in some type of educational training such as business, trade school, technical school, nurse training etc. f) _____

g) Other (please specify)

_____ g) _____

h) Unsure h) _____

5) What is the highest level of schooling you are now planning to complete? (check one)

a) Grade or professional school (medical, law school) a) _____

b) A four year college or university b) _____

c) Two years of college c) _____

d) A technical trade, business or beautician school d) _____

e) High school e) _____

f) Junior High school f) _____

6) After you finish high school, do you (check one)

a) Prefer to remain in the local area a) _____

b) Want to move to another place in Nebraska b) _____

c) Want to leave the state c) _____

d) Don't know d) _____

7) Do you feel the need for more vocational information or counseling to help you make better vocational plans? (check one)

a) Vocational information only a) _____

b) Vocational information and counseling b) _____

c) Some other type of assistance c) _____

d) I do not need any assistance at present d) _____

8) Do you feel the selection of courses and programs available at North Platte High School are adequate? (check one)

a) Yes a) _____

b) No b) _____

c) Unsure c) _____

If you answered no, what other programs or courses do you feel should be offered?

_____

_____

_____

Below are listed a number of occupations. Please read the entire list before making your choices. Once you have read through the list, check the FIVE occupations that most nearly represent those which you would like to do when you complete your schooling.

Indicate your first choice by a 1, your second choice by a 2, your third choice by a 3, etc.

If you have any questions, ask the teacher for help.

OCCUPATIONAL AREAS	CHOICE
Agriculture, Forestry, Fisheries, Conservation	
Farmer-General, Livestock, or Crops	_____
Government Worker, County Agent, University Researcher, Etc.	_____
Agricultural Supplies or Services Store Clerk	_____
Ornamental Horticulturist, Florist, Landscaper, Gardener	_____
Forestry Occupations: Pulpwood, lumbering, other	_____
Commercial Fisherman	_____
Conservation and Outdoor Recreation Worker	_____
Veterinarian	_____
Veterinary Assistant	_____
Other: (specify) _____	_____
Construction Occupations	
Carpenter	_____
Steel Construction	_____
Masonry: Concrete, Brick, Tile, Stonemason	_____
Electrician	_____
Plumber or Pipe-fitter	_____
Painter, Decorator	_____
Heavy Equipment Operator	_____
Contractor	_____
Unskilled Laborer	_____
Other: (Specify) _____	_____

Mechanics, Repairmen, and Technical Personnel

Aircraft Mechanic _____

Auto or Truck Mechanic _____

Diesel Mechanic _____

Farm Machinery Mechanic _____

Household Appliance Repairman _____

Electrical Engineer _____

Engineer, other than electrical _____

Engineering Technician _____

Electronics Technician _____

Industrial Electrician _____

Radio/TV repairman _____

Machine Shop Worker _____

Pattern Maker or Tool and Die Maker _____

Welder _____

Other: (Specify) _____ _____

Graphics and Communications Occupations

Printing Press Operator _____

Commercial Artist _____

Commercial Photographer _____

Engraver _____

Radio or TV Station Broadcaster _____

Radio or TV Station Engineer _____

Draftsman, Designer _____

Other: (Specify) _____ _____

Business and Office Occupations

Secretary _____

Stenographer _____

Typist _____

Accountant _____

Bookkeeper _____

Bank Clerk, Cashier, or Teller _____

Shipping and Receiving Clerk _____

Data Processing: Computer Programmer _____

Data Processing: Machine Operator _____

Accounting Clerk _____

Telephone Operator _____

Stock Clerk _____

General Office Clerk _____

File Clerk _____

Owner/Manager of a retail establishment _____

Other: (Specify) _____ _____

Sales Occupations

Salesperson in Retail Store: Grocery, Furniture, Department Store, etc. _____

Salesperson, Wholesale: Manufacturer's Representative _____

Automotive and Accessories _____

Advertising (other than commercial artist) _____

Insurance or Real Estate Salesman _____

Other: (Specify) _____ _____

Health Occupations

Medical Doctor and Dentist, Including Specialists _____

Professional Nurse _____

Practical Nurse _____

Nurses' Aide _____

Medical Laboratory Assistant _____

Dental Aide, Including Hygienist and Assistant _____

Medical Technologist _____

Physical Therapist _____

Hospital or Ambulance Attendant _____

Sanitarian: Public Health Service, Inspector, Etc. _____

Other (Specify) _____ _____

Service Occupations

Driver, Deliveryman, Route Man _____

Barber, Hair Styler _____

Cosmetologist _____

Fashion Designer _____

Janitor, Maintenance Man _____

Health and Home Management Aide _____

Interior Decorator _____

Lawyer _____

Policeman, Fireman, Patrolman, Other Protective Work _____

Private Household Worker _____

Nursemaid _____

Hotel Maid _____

Commercial Cook, Baker, or Butcher _____

Waiter or Waitress _____

Cashier _____

Laundry and Dry Cleaning Operator _____

Military Service (As a full career) _____

Psychologist _____

Social Worker _____

Service Station Worker _____

Coach or Recreation Worker _____

Teacher _____

Teacher Aide _____

Child Care Services--Day Care Services _____

Youth Worker _____

Other: (Specify) _____ _____

Transportation Occupations

Airplane Pilot, Navigator, Flight Engineer, Etc. _____

Airline Terminal Worker _____

Stewardess _____

Taxi or Bus Driver _____

Freight Truck Driver _____

Baggage and Freight Handler, Dispatcher _____

Railroad Trainman: Engineer, Brakeman, Porter, Conductor, Etc. _____

Other: (Specify) _____ _____

Manufacturing Operatives

Textile Machinery Operator: Knitter, Weaver, Etc. _____

Commercial Tailor, Sewer or Dressmaker _____

Furniture Machinery Operator _____

Tobacco Machinery Operator _____

Food Processing Machinery Operator _____

Appliance Manufacturer Worker: Assembler, Tester, Solderer _____

Unskilled Laborer _____

Other: (Specify) _____ _____

Homemaker _____

Other Occupations

Professional Athlete _____

Professional Actor _____

Professional Musician _____

Professional Artist _____

Architect _____

Occupations Not Listed

Specify: _____ _____

Specify: _____ _____

The following question is to be answered only by 8th graders:

Would you take one or more of the following courses if it were offered next year in 9th grade. (Check if you would take the course)

a) Teen Living a) _____

b) Typing b) _____

c) Introduction of Business c) _____

A list of courses offered at North Platte High School is given below. If you tried to sign up or get into one of these courses for this year, but were unable to, please circle the name of that course. Also, circle any course which you could not get into because you were told that the class was filled and no more people would be allowed to sign up. You may circle more than one.

Housing	Child Development
Adult Living	Foods
Clothing I	Clothing II
Distributive Education I-II	Distributive Education III-IV
Occupational Math	Advanced Occupational Math
Technical Drawing 1-2	Technical Drawing 3-4
Technical Drawing 5-6	Architectual Drawing
Agricultural Management	Animal Science I
Animal Science II	Horticulture
Agronomy	Agriculture Mechanics
Shop Drawing	Electricity
Electronics	Electronics-independent study
Metals	Welding
Auto Mechanics	Trades and Industries
Woodworking 1-2	Woodworking 3-4
Typing 1-2	Typing 3-4
Shorthand 1-2	Shorthand 3-4
General Typing 1-2	General Typing 3-4
Office Practice	Accounting
Recordkeeping	

The list of courses from the previous page appears below.
Sophomores: Circle the names of courses you would like to take as a Junior or Senior
Seniors: Circle the names of courses you would like to have taken at anytime during your Sophomore or Junior year.

Housing	Child Development
Adult Living	Foods
Clothing I	Clothing II
Distributive Education I-II	Distributive Education III-IV
Occupational Math	Advanced Occupational Math
Technical Drawing 1-2	Technical Drawing 3-4
Technical Drawing 5-6	Architectual Drawing
Agricultural Management	Animal Science I
Animal Science II	Horticulture
Agronomy	Agriculture Mechanics
Shop Drawing	Electricity
Electronics	Electronics-independent study
Metals	Welding
Auto Mechanics	Trades and Industries
Woodworking 1-2	Woodworking 3-4
Typing 1-2	Typing 3-4
Shorthand 1-2	Shorthand 3-4
General Typing 1-2	General Typing 3-4
Office Practice	Accounting
Recordkeeping	

Below are listed some courses which are not now offered at North Platte High School. Consideration is being given to offering some of these courses. Curcle the names of those courses listed below that you would take as a Junior or Senior if they were offered.

Power Mechanics	Building Construction
Radio and TV Repair	Machine Shop
Carpentry	Masonry
Residential Wiring	Commercial Wiring
Appliance Repair	Digital Electronics
Semiconductor Technology	Communications Equipment Repair
Cabinet Making	Crafts
Leatherwork	Plastics
Tractor Mechanics	Farm Machinery
Forestry	Advanced Welding
Food Service Management	Child Care
Food Distribution	Food Service
Accounting 3-4	Business English
Marketing	Business Cooperative Education

Page 11 contained a list of suggested courses not presently offered. This list was a composite of lists prepared by individual members of each of the vocational curriculum committees. Sophomores were asked if they would be interested in taking any of these courses if they were offered in their junior or senior year. Page 8 contained a question relating to courses eighth graders might be interested in taking if they were offered in ninth grade.

ADMINISTRATION OF THE QUESTIONNAIRE

The questionnaire was given in class to each student in grades eight, ten, and twelve. Eighth graders received only pages one to eight. Seniors received pages one to ten, and sophomores pages one to eleven. The questionnaires were distributed, completed, and collected in eight grade American History, sophomore English, and Senior Civics respectively. (Both first and second semester civics classes were surveyed.) The surveys were given in January of 1977. No follow-up of absent or missing students was attempted.

TABULATION OF THE QUESTIONNAIRE DATA

For purposes of tabulation, the questionnaires were divided by class and by gender. This would allow for comparisons between and among these classifications.

In tabulating the questionnaires, some ground rules had to be made. On questions four through seven on pages 1 and 2, all answers were counted if a student gave more than one answer to any of these questions. The occupational choice section was screened before the tabulation. Joke or nonsense answeres were eliminated. Cases where directions had not been followed and where this created an invalid situation were eliminated for the occupational choice section only. Only marks of 1, 2, 3, 4, or 5 were counted. Cases where less than five choices were given but where the remainder of the section was valid were included. In cases where a student wrote down a "6" (for example), only the invalid item was eliminated. Less than 5% of the surveys were invalidated for any reason.

A summary of the data from the student interest questionnaire follows on the next few pages. For reference purposes, the questionnaire has been broken down into the following sections:

Section	Pages in Questionnaire
General Information	1-2
Course Enrollment Difficulty	9
Occupational Interest	3-8
Course interest-Present Courses	10
Course Interest-Proposed Courses	11

In addition, course interest questions for eighth graders appeared on page 8. The responses to these questions are tabulated in a separate table. A guide to interpretation preceeds each set of tables.

GENERAL INFORMATION SECTION

The general information section was tabulated by a simple count of the tallies. Where more than one answer was marked for a given section, all answers in that section were counted. This explains why the total number of answers for question four was greater than the number of students. Where totals are less than the number of students or where percentages are less than 100, the reason was attributed to failure to answer a question. Two tables summarize the numerical data from the general information section. One table gives a breakdown by grade and gender. The second table gives the combined totals for grade and gender plus a grand total. Columns indicate the question, the specific answer to a question, and the tallies for each group. Numbers in a column not in parenthesis indicate the number of students that indicated a given answer. Numbers in parenthesis list the percentage of the group indicated at the top of the column that indicated a given answer. Open-ended questions were solicited as a part of question 4-g and for part of question 8. A list of the answers to these questions follows the two numberical tables. All answers to open ended questions have been edited only to improve spelling and grammar. Answers obviously not germane to the question were deleted.

GENERAL INFORMATION DATA
BY GRADE AND GENDER

Question	Answer	8th Grade		Sophomore		Senior	
		Male	Female	Male	Female	Male	Female
2	Male	195(100)	0(0)	227(100)	0(0)	167(100)	0(0)
	Female	0(0)	183(100)	0(0)	245(100)	0(0)	177(100)
3	Yes	136(70)	151(83)	175(77)	206(84)	129(77)	138(78)
	No	53(27)	32(17)	43(19)	39(16)	33(20)	33(19)
4	a)	41(21)	30(16)	64(28)	29(12)	65(39)	57(32)
	b)	8(4)	3(2)	2(1)	22(9)	4(2)	24(14)
	c)	27(14)	1(1)	23(10)	6(2)	13(8)	0(0)
	d)	7(4)	2(1)	3(1)	2(1)	1(1)	0(0)
	e)	74(38)	92(50)	69(30)	109(44)	66(40)	77(44)
	f)	21(11)	25(14)	37(16)	37(15)	20(12)	26(15)
	g)	6(3)	2(1)	9(4)	14(6)	3(2)	14(8)
	h)	26(13)	43(23)	49(22)	57(23)	16(10)	7(4)
5	a)	19(10)	21(11)	17(7)	31(13)	14(8)	13(7)
	b)	53(27)	53(29)	45(20)	83(34)	49(29)	57(32)
	c)	46(24)	27(15)	36(16)	39(16)	23(14)	23(13)
	d)	17(9)	13(7)	48(21)	29(12)	33(20)	28(16)
	e)	43(22)	57(31)	78(34)	64(26)	45(27)	55(31)
	f	10(5)	13(7)	0(0)	1(0)	1(1)	0(0)
6	a)	45(23)	41(22)	60(26)	40(16)	33(20)	53(30)
	b)	17(9)	22(12)	25(11)	38(16)	25(15)	38(21)
	c)	55(28)	46(25)	65(29)	82(33)	54(32)	54(31)
	d)	73(37)	57(31)	75(33)	89(36)	53(32)	32(18)
7	a)	31(16)	47(26)	39(17)	38(16)	12(7)	25(14)
	b)	47(24)	31(17)	53(23)	100(41)	61(37)	65(37)
	c)	31(16)	25(14)	31(14)	33(13)	21(13)	15(8)
	d)	73(37)	26(14)	97(43)	75(31)	71(43)	67(38)

GENERAL INFORMATION DATA (CONTINUED)

BY GRADE AND GENDER

Question	Answer	8th Grade		Sophomores		Seniors	
		Male	Female	Male	Female	Male	Female
8	Yes	75(38)	47(26)	95(42)	109(44)	73(44)	79(45)
	no	19(10)	8(4)	58(26)	60(24)	47(28)	59(33)
	Unsure	93(48)	83(45)	72(32)	75(31)	43(26)	39(22)

GENERAL INFORMATION DATA

TOTALS

Question	Answer	8th Grade	Sophomores	Seniors	Males	Females	Total
2	Male	195(52)	227(48)	167(49)	589(100)	0(0)	589(49)
	Female	183(48)	245(52)	177(51)	9(0)	605(100)	605(51)
3	Yes	287(76)	381(81)	267(78)	440(75)	495(82)	935(78)
	No	85(22)	82(17)	66(19)	129(22)	104(17)	233(20)
4	a)	71(19)	93(20)	122(35)	170(29)	116(19)	286(24)
	b)	11(3)	24(5)	28(8)	14(2)	49(8)	63(5)
	c)	28(7)	29(6)	13(4)	63(11)	7(1)	70(6)
	d)	9(2)	5(1)	1(0)	11(2)	4(1)	15(1)
	e)	166(44)	178(38)	143(42)	209(35)	278(46)	487(41)
	f)	46(12)	74(16)	46(13)	78(13)	88(15)	166(14)
	g)	8(2)	23(5)	17(5)	18(3)	30(5)	48(4)
	h)	69(18)	106(22)	23(7)	91(15)	107(18)	198(17)
5	a)	40(11)	48(10)	27(8)	50(8)	65(11)	115(10)
	b)	106(28)	128(27)	106(31)	147(25)	193(32)	340(28)
	c)	73(19)	75(16)	46(13)	105(18)	89(15)	194(16)
	d)	30(8)	77(16)	61(18)	98(17)	70(12)	168(14)
	e)	100(26)	142(30)	100(29)	166(28)	176(29)	342(29)
	f)	23(6)	1(0)	1(0)	11(2)	14(2)	25(2)
6	a)	86(23)	100(21)	86(25)	138(23)	134(22)	272(23)
	b)	39(10)	63(13)	63(18)	67(11)	98(16)	165(14)
	c)	101(27)	147(31)	108(31)	174(30)	182(30)	356(30)
	d)	130(34)	164(35)	85(25)	201(34)	178(29)	379(32)
7	a)	78(21)	77(16)	37(11)	32(14)	110(18)	192(16)
	b)	78(21)	153(32)	126(37)	161(27)	196(32)	357(30)
	c)	56(15)	64(14)	36(10)	83(14)	73(12)	156(13)
	d)	99(26)	172(36)	138(40)	241(41)	168(28)	409(34)

GENERAL INFORMATION DATA (CONTINUED)

TOTALS

Question	Answer	8th Grade	Sophomores	Seniors	Males	Females	Totals
8	Yes	122(32)	204(43)	152(44)	243(41)	235(39)	478(40)
	No	27(7)	118(25)	106(31)	124(21)	127(21)	251(21)
	Unsure	176(47)	147(31)	82(24)	208(35)	197(33)	405(34)

GENERAL INFORMATION DATA

RESPONSES TO QUESTION 4-g

Eighth grade boys:

auctioneer school
go to college settle down
enroll in ROTC
play football
race motorcycles (2 answers)
search down my ancestry

Eighth grade girls:

move
part-time job

Sophomore boys:

first winter I want to go to California and Oregon
railroad
to California
travel
work part time, travel
part time job
vocational
part time job to pay my way through school

Sophomore girls:

work for ½ year then attend college
part time job
work and go to school for ½ year
part time job with my schooling
travel
go to Europe for summer
attend Beauty School
Beautician school
beautician (2 answers)
beautician, cosmetology
Data processing-computer programer training
maybe attend the voc-tec college
tour with singing group
go into Air Force?
Get involved in Missionary work

GENERAL INFORMATION DATA

RESPONSES TO QUESTION 4-g (CONTINUED)

Senior boys:

Go to college
Move to Oregon and enroll in community college
College and work at the same time
Job will send me to school
Travel
Karate School

Senior girls:

part time work
part-time work for a while
work part-time
work in child abuse
housewife
take care of my kids
I am married now and plan to go through a training through the Job Service when I graduate
may go to Lincoln for Horticulture classes
travel for a couple of weeks
travel
pro roller skating teacher
Moody Bible Institute--It's a three year school
moving out of state

GENERAL INFORMATION DATA

RESPONSES TO QUESTION 8

Eighth grade boys:

better foreign languages
other foreign languages
drivers ed--more health classes--more shop
more agriculture
more courses on automobile work, etc.
more courses in conservation, ecology, and game commissioning
how to fly airplanes--a school to teach to fly
a class in aeronautics
swimming--motorcycle riding
better shop
dog grooming
more art programs--more athletic programs
I am going to farm and milk cows
accounting and stockhold (sic)
acting

Eighth grade girls:

more training to get ready for later on
more about outside world--counseling on how to use your money successfully, etc.
A program for learning how to cope with the world and help change it at the same time.
secretial--business--accounting
More languages--German, Italian, etc.
child development--auto mechanics
sex education
FFA--more clubs

Sophomore boys:

auto mechanics to sophomores and juniors
mechanics for sophomores
10th grade mechanics class
more of a mechanics class
they should let sophomores take senior classes
They should have all classes opened to everybody not just Seniors or Juniors
more technical programs
more classes Sophomores can take
You guys need more teachers for classes like auto mechanics, wood shop
Plastics, cabinet making, carpentry, masonry
auto body work, carpentering

GENERAL INFORMATION DATA

RESPONSES TO QUESTION 8 (CONTINUED)

Sophomore boys (continued):

Masonry, carpentry
basic carpentry
carpentry
Diesel mechanics
Machinist
Tractor mechanics
Motorcycle mechanics
Motorcycle course--small motors
Motorcycle course
Motorcycle mechanics--auto body
Auto body (2 answers)
Something more common people would like. Not everyone will be a doctor or a lawyer ya know.
how to make it, when you get out of high school
more specialized courses for specialized people
more vocational classes such as something in communications
should have business classes (such as Junior Achievement) that you can run your own business in the class period.
a Better Business course
swimming (P.E.)
Boxing, baseball, swimming
ROTC, sex education
Wildlife management
forestry, camping, hiking
advanced welding classes and forestry--ag business
forestry--aviation
flight
all kinds of other small courses like aviation
Photography--human body (development)
The study and operation of cameras--how to repair (if necessary) your car--the study of animals
teacher aide
astronomy
solar electronics
wider variety of English such as film study.--Language where you study the Bible.
more general classes
public relations
Basic law--basic medical--operation of business
medicine--dentistry
More programs in computers and programs dealing more into the medical field

GENERAL INFORMATION DATA

RESPONSES TO QUESTION 8 (CONTINUED)

Sophomore girls:

I think there should be more vocational courses offered.
I feel there should be more courses offered in Business and Law areas and not so many craft courses. You can look on page 11 of this and just see how many craft courses this school is thinking of offering.
I don't know, but to get a job you should have some kind of vocational plans or programs.
I feel they need a class where students and teachers can talk about problems in school and at home. Not exactly a counseling class but a class where kids can talk easily about different problems.
Some that a person could make a living with if you had the schooling for it.
Would not mind having a course that deals with the problems teenagers have. Like the class just being open for students to talk, etc.
Self and child psychology--how to cope with yours and your childs problems.
More 1 semester classes
Should be more choices for classes like Home Ec, Social Studies, and sciences.
No. Because I don't think we need half of the classes.
It's not that they need to be offered--it's just how much the teachers really know about them and how they teach them.
A more variety, I don't know for sure what, just more variety.
You should have more to prepare a student for college.
I feel that more specific courses should be offered rather than the general ones we have now.
I just feel that there are not enough courses for any choices going to be made.
More co-ed classes on adult living or something in this area.
They should give some classes for sophomores like child development.
Child care--Radio and TV communications
Beautician classes
There are more important courses that are needed than classes like Home Ec and the stuff you can learn at home.
A course in broadcasting would be nice
Data processing-computer programmer--data processing--machine operator.
Beautician--cosmetology--something to do with fashions, modeling
modeling
I would like to have an accounting class and other secretarial courses.
Typing for a court
I have one comment, in most schools they start Typing and Shorthand in 9th grade.
Business Management
More Business courses--more Biology or life courses
Courses in better animal sciences
Something on being a professional handler of animals
They should have more art courses and more courses on caring for animals.

GENERAL INFORMATION DATA

RESPONSES TO QUESTION 8 (CONTINUED)

Sophomore girls (continued):

The care for wildlife. (Protect)
Forestry--Wildlife management
More science courses-forestry--conservation courses
More types of Biology, etc.
Leather craft, more art courses, something other than cooking & sewing
More classes in the designing and art classes, as now I cannot have a course in art every year until I am a senior.
I think there should be more types of English, short story, multi-media, survival, etc.
More sports for girls to go out for
Like a course of therapy and handicapped courses to help the people with disabilities in gym courses
PE classes where the class would study different sports (recreational games) like swimming/bowling/golf, etc. during a longer PE class
Defensive driving
I would like to become a P.E. teacher so I would like to have something else beside P.E.
Physical training, not especially sports, other means of exercise where perfection is unimportant.
Archery and Fencing in P.E.
If you plan to go into the field of teaching (for example) then when you're a senior or junior, I think a class should be offered where you might get up and teach on a subject. Then you would be more sure.
pre Law school--ranch management--pre teachers school
Some type of medical programs
Medical classes--more voc-ag classes
Medical courses as in nursing
nursing--law
courses in the line of medical and nursing vocations and courses in the line of merchandising
A few more courses on Law, Greek, and Latin assistance
More foreign languages
Other languages
A course in Religion and learning to work in missionaries, etc.
I think you should have more language classes such as German. If you had it, I would take it. There are a lot of people I know that are interested too.

GENERAL INFORMATION DATA

RESPONSES TO QUESTION 8 (CONTINUED)

Senior boys:

We need more course study, more vocational training
They should better the programs that they have already got.
More vocational courses
More vocational classes--more business classes
Far more vocational courses--also intermediate job training
I feel that we have enough courses, it's just that the emphasis and the money go to the wrong ones.
More courses to teach you like how to get along out of school.
More on how to work at a job and things that you need to really know instead of all the other crap that they try to hand you! This is very true to me and the years I have been in high school.
More advanced electronics--wiring courses
Advanced electronics--more athletics (swimming, baseball)
Communications
More courses in communications such as Radio/TV Broadcasting
Radio-TV courses--tax form course on how to fill out forms as such
Courses dealing with outdoor recreation planning and management
Conservation and more business courses
Upholstery work
More kinds of Art (metal, leather, etc.)
Karate classes
Some type of professional buying classes
More programs in different fields--psychology--art
English composition--other foreign languages
More advaced courses in a certain field or subject.
More specialized classes rather than general
More classes that can prepare you for college
To be able to take courses during school at college
Programs that are less vocation-oriented and more college-prep
More pre-college--business courses--physical (fitness, sex, etc.)
some independent studies
Sports classes, weight lifting, auto body, general construction ideas, carpentry
auto body, blue print reading
automotive body, other curriculum courses
auto body
auto body repair and paint
More years of auto mechanics and woodworking (carpentry?)
Auto body--more auto mechanics
Two years of auto mechanics--body work school
Auto mechanics should be a 3 year course
more hours of auto mechanics--sophmore, junior, and senior years of it.
more auto mechanics
a more complete auto-mechanics
Advanced auto mechanics--advanced welding--senior year woodworking
We need more woodshop classes

GENERAL INFORMATION DATA

RESPONSES TO QUESTION (CONTINUED)

Seniors boys (continued):

A higher course in wood shop--a higher course in welding
expanded courses beyond a 3-4 level like in welding and woods
more room for welding classes
For me it was all-right, but I feel we should offer more in masonry and general construction.

Senior girls:

I think we need a little variety and some more informative but fun classes.
I think they should get into many more possible job areas that might interest you in the future.
Things like how to swim or things kids are interested in.
Ones that would help the student after he was out of school and was trying to find a job--more and more interesting mid-term classes.
Something that would be of more interest and help in the future, rather than things like history.
yes, but--the programs themselves are "adequate" but the priorities of the school system are a little inconsistent (funding in particular--ex. art program and debate).
The programs are okay but they should be more in depth. Teachers aren't fully qualified.
The classes are O.K. but the ones we have wouldn't help us much after we graduate.
I feel that the courses are good but that some of the teaching staff lacks in ability to teach and maintain a students interest.
I think there are enough classes just not enough teachers or periods when more kids can take that course.
It's not that we haven't enough but that they aren't offered to the students during the day.
It is not so much a question of selection but of availability and scheduling.
Enough for all the students--there are not enough classes to go around.
Have more 1 semester vocational classes for people who graduate mid-term.
Well I think they should have specific classes. Break the big subjects down into little ones so you can be a little prepared for college because high school doesn't teach you anything.
More of a variety in different subjects-subjects that can be used in later life.
More of a choice in any department.
As seniors I feel there should be more prep classes
Something that goes into a lot more technical schools so kids have a chance to see what the world holds.
Classes that prepare students for the working world
I feel students should be told early (Sophomore Year) what classes would be good to take if they were planning on college, trade school, etc.

GENERAL INFORMATION DATA

RESPONSES TO QUESTION 8 (CONTINUED)

Senior girls (continued):

The counselors do a poor job with the students. They do not seem to be interested in helping them find a career. There should be more opportunity for students to look at various careers.
How to care for a baby and to nurse it, and bathe it.--"Child Care"
Need more classes for child care or how to work and help other people and also on homemaking.
More home economics for senior high girls. Some Bible study classes.
I think they should have a teen class like Adult Living for Sophomores or Juniors who wish to take it.
Floristry or forestry landscaping--cosmetology--broadcasting
Classes that would help you to become a beautician rather than having to wait till college.
A program where you learn to decorate and arrange what things go with what (according to window decorating)
More of a variety--for example learning a trade such as interior decorating and of this sort
law--cosmetology
More accounting--business machines--more languages--also, it's not fair to limit classes to specific junior, senior levels. Half of the classes I couldn't take because I was a senior.
More business courses--levels of bookkeeping
More business classes
Bookkeeping, Animal Physiology
Advanced Accounting--Bookkeeping
Management of business--study of laws (for ones who want to be lawyers)
Computer courses--health--construction (painters, decorator)
Medical plans get up to date information into many of the programs--more typing in junior high-Madison
One in counseling--one in pre-med--one in easy to learn Civics
Additional science classes, microbiology-fields like these.
Health programs, mental
More classes in forestry
Things like veterinarian classes so you have a basic idea when going to college
More enjoyment courses and more science
I think college English and other courses which are necessary to have for the field of study one chooses should be emphasized and encouraged more.
English composition class, more room or classes for some of the existing classes.
There should be more types of English not just one class and everything slammed into it.
I think there needs to be more classes of maybe psychology and P.E. instead of mostly homemaking and secretarial work.
More detailed courses in class such as Art
German, more foreign languages
More foreign languages
Languages--course for knowing how to fill income tax, budgets, etc.
German language, more biology
I feel they should offer more art courses with more room & equipment.

OCCUPATIONAL INTEREST SECTION

Data from the occupational interest section of the student questionnaire was tabulated by assigning a value of 5 for a choice of "1", 4 for a choice of "2", 3 for a choice of "3", 2 for a choice of "4", and 1 for a choice of "5". The totals for each occupation by class and gender were tabulated. Combined totals for all members of a class, all members of a gener, and all students were calculated. The results appear on the tabled on the next several pages. Following these tables, list of open-ended responses to answers of "other" are given. These are broken down by grade and gender and the total value for these are given.

OCCUPATIONAL INTEREST DATA BY GLASS AND GENDER

Agriculture, Forestry, Fisheries, Conservation	8TH GRADE		SOPHOMORES		SENIORS	
	Males	Females	Males	Females	Males	Females
Farmer-General, Livestock or Crops	64	27	70	18	74	6
Government Worker, County Agent, University Researcher, etc.	0	0	8	22	10	7
Agricultural Supplies, or Services Store Clerk	7	5	1	2	2	0
Ornamental Horticulturist, Florist, Landscaper, Gardner	2	30	5	18	7	15
Forestry Occupations: Pulpwood, Lumbering, Other	31	5	48	20	46	4
Commercial Fisherman	49	0	12	0	9	3
Conservation and Outdoor Recreation Worker	68	36	87	37	132	20
Veterinarian	50	159	37	124	30	25
Veterinary Assistant	15	97	10	112	21	46
Construction Occupations						
Carpenter	103	8	128	7	73	5
Steel Construction	33	0	37	5	19	0
Masonry: Concrete, Brick, Tile, Stonemason	9	4	54	0	12	0
Electrician	53	3	80	6	58	0
Plumber or Pipe-Fitter	9	1	13	0	8	0
Painter, Decorator	8	29	4	13	15	14
Heavy Equipment Operator	32	7	89	4	44	4
Contractor	4	0	11	1	14	0
Unskilled Laborer	5	0	7	0	1	0

OCCUPATIONAL INTEREST DATA

BY CLASS AND GENDER

Mechanics, Repairmen, and Technical Personnel	8th Grade Males	8th Grade Females	Sophomores Males	Sophomores Females	Seniors Males	Seniors Seniors
Aircraft Mechanic	66	0	30	0	20	0
Auto or Truck Mechanic	68	8	235	14	112	5
Diesel Mechanic	74	8	56	4	36	6
Farm Machinery Mechanic	41	0	18	5	11	0
Household Appliance Repairman	3	0	5	0	0	0
Electrical Engineer	19	2	14	0	25	0
Engineer, other than elec.	7	0	6	0	38	6
Engineering Technician	8	0	8	4	8	0
Electronics Technician	37	5	31	1	34	0
Industrial Electrician	10	0	10	0	4	0
Radio/TV Repairman	19	7	29	0	10	0
Machine Shop Worker	13	0	39	0	22	0
Pattern Maker or Tool and Die Maker	2	4	7	3	0	0
Welder	34	0	77	11	93	0
Graphics and Communications Occupations						
Printing Press Operator	3	9	0	0	0	0
Commercial Artist	17	39	25	35	29	26
Commercial Photographer	30	56	41	82	19	24
Engraver	15	3	3	5	0	0
Radio or TV Station Broadcaster	53	11	79	50	26	7
Radio or TV Station Engineer	13	7	16	4	12	2
Draftsman, Designer	26	13	54	9	56	11

OCCUPATIONAL INTEREST DATA BY CLASS AND GENDER

Business and Office Occupations	8TH GRADE		SOPHOMORES		SENIORS	
	Males	Females	Males	Females	Males	Females
Secretary	5	151	0	233	0	50
Stenographer	0	0	0	0	2	2
Typist	2	37	0	69	5	17
Accountant	2	13	32	25	59	60
Bookkeeper	1	38	6	39	5	38
Bank Clerk, Cashier, or Teller	4	53	6	64	5	40
Shipping and Receiving Clerk	0	0	0	0	0	0
Data Processing: Computer Programmer	22	17	31	33	51	80
Data Processing: Machine Operator	3	3	2	21	22	38
Accounting Clerk	2	0	6	19	2	4
Telephone Operator	2	15	0	43	0	40
Stock Clerk	1	0	0	2	0	0
General Office Clerk	1	0	2	4	0	20
File Clerk	3	9	0	17	0	7
Owner/Manager of a Retail Establishment	53	10	67	10	84	47
Sales Occupations						
Salesperson in Retail Store: Grocery, Furniture, Department Store, etc.	5	39	13	32	8	25
Salesperson, Wholesale: Manufacturer's Representative	0	4	8	2	20	2
Automotive and Accessories	16	4	43	0	30	0
Advertising(Other Than Commercial Artist)	7	0	8	9	1	10
Insurance or Real Estate Salesman	28	6	26	8	25	4

OCCUPATIONAL INTEREST DATA BY CLASS AND GENDER

Health Occupations	8TH GRADE		SOPHOMORES		SENIORS	
	Males	Females	Males	Females	Males	Females
Medical Doctor and Dentist, including Specialists	63	65	72	34	26	29
Professional Nurse	0	51	2	62	0	25
Practical Nurse	2	6	0	61	0	34
Nurses' Aide	0	38	0	45	0	9
Medical Laboratory Assistant	4	9	0	20	6	16
Dental Aide, Including Hygienist and Assistant	4	39	0	15	3	24
Medical Technologist	6	11	16	27	9	21
Physical Therapist	4	42	8	79	5	38
Hospital or Ambulance Assistant	2	0	0	26	0	0
Sanitarian: Public Health Service, Inspector, etc.	3	0	0	0	3	0
Service Occupations						
Driver, Deliveryman, Route Man	13	0	22	0	13	5
Barber, Hair Styler	9	79	0	75	3	29
Cosmetologiest	0	27	0	74	0	39
Fashion Designer	0	76	0	66	3	62
Janitor, Maintenance Man	2	4	2	4	0	0
Health and Home Management Aide	0	5	0	2	0	0
Interior Decorator	0	57	4	86	7	76
Lawyer	39	64	54	76	71	28
Policeman, Fireman, Patrolman, Other Protective Work	90	4	77	12	44	12
Private Household Worker	0	5	0	3	0	7
Nursemaid	0	2	0	3	0	6
Hotel Maid	0	6	0	11	4	1

OCCUPATIONAL INTEREST DATA
BY CLASS AND GENDER

	8th Grade		Sophomores		Seniors	
	Males	Females	Males	Females	Males	Females
Commercial Cook, Baker, or Butcher	15	10	8	5	7	15
Waiter or Waitress	1	61	0	42	0	12
Waiter or Waitress	2	39	0	38	0	26
Laundry and Dry Cleaning Operator	22	0	0	5	4	
Military Service (Career)	45	1	38	12	16	8
Psychologist	8	23	7	87	5	49
Social Worker	0	10	4	134	0	145
Service Station Worker	12	0	7	0	0	0
Coach or Recreation Worker	49	14	35	83	13	41
Teacher	20	115	16	134	29	111
Teacher Aide	1	34	0	23	3	18
Child Care Services Day Care Services	2	93	0	143	0	92
Youth Worker	7	34	12	105	3	97
Transportation Occupations						
Airplane Pilot, Navigator, Flight Engineer, Etc.	133	25	138	43	63	0
Airline Terminal Worker	9	8	4	5	3	8
Stewardess	4	137	0	176	0	93
Taxi or Bus Driver	4	0	7	3	2	4
Freight Truck Driver	145	20	140	11	35	4
Dispatcher Baggage and Freight Handler,	2	0	9	0	10	0
Railroad Trainman: Engineer, Brakeman, Porter, Conductor, etc.	120	0	116	2	93	5

OCCUPATIONAL INTEREST DATA BY CLASS AND GENDER

	8TH GRADE		SOPHOMORES		SENIORS	
Manufacturing Operatives	Males	Females	Males	Females	Males	Females
Textile Machinery Operator, Knitter, Weaver, etc.	0	0	0	0	0	0
Commercial Tailor, Sewer, or Dressmaker	0	0	0	7	0	5
Furniture Machinery Operator	3	1	7	3	0	0
Tobacco Machinery Operator	3	0	0	0	0	0
Food Processing Machinery Operator	0	0	0	0	0	1
Appliance Manufacturer Worker: Assembler, Tester, Solderer	0	0	0	0	1	0
Unskilled Laborer	2	0	12	0	0	23
Homemaker	0	30	0	50	0	51
Other Occupations						
Professional Athlete	197	54	104	37	56	12
Professional Actor	23	21	10	24	6	3
Professional Musician	21	42	33	70	56	37
Professional Artist	15	43	39	31	32	23
Architect	53	12	90	30	63	13

OCCUPATIONAL INTEREST DATA
TOTALS

	8th Grade	Sophomores	Seniors	Males	Females	Totals
Agriculture, Forestry, Fisheries, Conservation						
Farmer-General, Livestock or Crops	91	88	80	208	51	259
Government worker, County agent University researcher, etc.	0	30	17	18	29	47
Agricultural Supplies, or Services Store Clerk	12	3	2	10	7	17
Ornamental Horticulturist, Florist, Landscaper, Gardner	32	23	22	14	63	77
Forestry Occupations: Pulpwood, Lumbering, Other	36	68	50	125	29	154
Commercial Fisherman	49	12	12	70	3	73
Conservation and Outdoor Recreation Worker	104	124	152	287	93	380
Veterinarian	209	161	45	117	308	425
Veterinary Assistant	112	122	67	46	255	301
Construction Occupations						
Carpenter	111	135	78	304	20	324
Steel Construction	33	42	19	89	5	94
Masonry: Concrete, Brick, Tile, Stonesmason	13	54	12	75	4	79
Electrician	56	86	58	191	9	200
Plumber Or Pipe-fitter	10	13	8	30	1	31
Painter, Decorator	37	17	29	27	56	83
Heavy Equipment Operator	39	93	48	165	15	180
Contractor	4	12	14	29	1	30
Unskilled Laborer	5	7	1	13	0	13

OCCUPATIONAL INTEREST DATA TOTALS

Mechanics, Repairman, and Technical Personnel	8TH GRADE	SOPHOMORES	SENIORS	MALES	FEMALES	TOTAL
Aircraft Mechanic	66	30	20	116	0	116
Auto or Truck Mechanic	76	249	117	415	27	442
Diesel Mechanic	82	60	42	166	18	184
Farm Machinery Mechanic	41	23	11	70	5	75
Household Appliance Repairman	3	5	0	8	0	8
Electrical Engineer	21	14	25	58	2	60
Engineer, Other Than Electrical	7	6	44	61	6	57
Engineering Technician	8	12	8	24	4	26
Electronics Technician	42	32	34	102	6	108
Industrial Electrician	10	10	4	24	0	24
Radio/TV Repairman	26	29	10	58	7	65
Machine Shop Worker	13	39	22	74	0	74
Pattern Maker or Tool and Die Maker	6	10	0	9	7	16
Welder	34	88	93	204	11	215
Graphics and Communications Occupations						
Printing Press Operator	12	0	0	3	9	12
Commercial Artist	56	60	55	71	100	171
Commercial Photographer	86	123	43	161	162	323
Engraver	18	8	0	18	8	26
Radio or TV Station Broadcaster	64	129	33	158	68	226
Radio or TV Station Engineer	20	20	14	41	13	54
Draftsman, Designer	39	63	67	136	33	169

OCCUPATIONAL INTEREST DATA TOTALS

Business And Office Equipment	8Th GRADE	SOPHOMORES	SENIORS	MALES	FEMALES	TOTAL
Secretary	156	233	50	5	434	439
Stenographer	0	0	4	2	2	4
Typist	39	69	22	7	123	130
Accountant	25	57	119	93	98	191
Bookkeeper	39	45	43	12	115	127
Bank Clerk, Cashier, or Teller	57	70	45	15	157	172
Shipping and Receiving Clerk	0	0	0	0	0	0
Data Processing: Computer Programmer	39	64	131	104	130	234
Data Processing: Machine Operator	6	23	60	27	62	89
Accounting Clerk	2	25	6	10	23	33
Telephone Operator	17	43	40	2	98	100
Stock Clerk	1	2	0	1	2	3
General Office Clerk	1	6	20	3	24	27
File Clerk	12	17	7	3	33	36
Owner/Manager of a Retail Establishment	63	77	131	204	67	271
Sales Occupations						
Salesperson in Retail Store: Grocery, Furniture, Department Store, etc.	44	45	33	26	96	122
Salesperson, Wholesale: Manufacturer's Representative	4	10	22	28	8	36
Automotive and Accessories	20	43	30	89	4	93
Advertising(Other Than Commercial Artist)	7	17	11	16	19	35
Insurance or Real Estate Salesman	34	34	29	79	18	97

OCCUPATIONAL INTEREST DATA
TOTALS

Health Occupations	8th Grade	Sophomores	Seniors	Males	Females	Totals
Medical Doctor and Dentist, including specialists	128	106	55	161	128	289
Professional Nurse	51	64	25	2	138	140
Practical Nurse	8	61	34	2	101	103
Nurses' Aide	38	45	9	0	92	92
Medical Laboratory Assistant	13	20	22	10	45	55
Dental Aide, including Hygienist and Assistant	43	15	27	7	78	85
Medical Technologist	17	43	30	31	59	90
Physical Therapist	46	87	43	17	159	176
Hospital or Ambulance Attendant	2	26	0	2	26	28
Sanitarian: Public Health Service, Inspector, etc.	3	0	3	6	0	6
Service Occupations						
Driver, Deliveryman, Route man	13	22	18	48	5	53
Barber, Hair Styler	88	75	32	12	183	195
Cosmetologist	27	74	39	0	140	140
Fashion Designer	76	66	65	3	201	204
Janitor, Maintenance Man	6	6	0	4	8	12
Health and Home Management Aide	5	2	0	0	7	7
Interior Decorator	57	90	83	11	219	230
Lawyer	103	130	99	164	168	332
Policeman, Fireman, Patrolman, Other Protective Work	94	89	66	211	28	239
Private Household Worker	5	3	7	0	15	15
Nursemaid	2	3	6	0	11	11
Hotel Maid	6	11	5	4	18	22

OCCUPATIONAL INTEREST DATA
TOTALS

	8th Grade	Sophomores	Seniors	Males	Females	Totals
Commercial Cook, Baker, or Butcher	25	13	22	30	30	60
Waiter or Waitress	62	42	12	1	115	116
Cashier	41	38	26	2	103	105
Laundray and Dry Cleaning Operator	22	5	4	26	5	31
Military Service (Career)	46	50	24	99	21	120
Psychologist	31	94	54	20	159	179
Social Worker	10	138	145	4	289	293
Service Station Worker	12	7	0	19	0	19
Coach or Recreation Worker	63	118	54	97	138	235
Teacher	135	150	140	65	360	425
Teacher Aide	35	23	21	4	75	79
Child Care Services Day Care Services	95	143	92	2	328	330
Youth Worker	41	117	100	22	236	258
Transportation Occupations						
Airplane Pilot, Navigator, Flight Engineer, Etc.	158	181	63	334	68	402
Airline Terminal Worker	17	9	11	16	21	37
Stewardess	141	176	93	4	406	410
Taxi or Bus Driver	4	10	6	13	7	20
Freight Truck Driver	165	151	39	320	35	355
Baggage and Freight Handler, Dispatcher	2	9	10	21	0	21
Railroad Trainman: Engineer, Brakeman, Porter, Conductor,	etc.120	118	98	329	7	336

OCCUPATIONAL INTEREST DATA
TOTALS

	8th Grade	Sophomores	Seniors	Males	Females	Totals
Manufacturing Operatives						
Textile Machinery Operator, Weaver, etc. Knitter	0	0	0	0	0	0
Commercial Tailer, Sewer, or Dressmaker	0	7	5	0	12	12
Furniture Machinery Operator	4	10	0	10	4	14
Tobacco Machinery Operator	3	0	0	3	0	3
Food Processing Machinery Operator	0	0	1	0	1	1
Appliance Manufacturer Worker: Assembler, Tester, Solderer	0	0	1	0	0	1
Unskilled Laborer	2	12	23	14	23	37
Homemaker	20	50	51	0	121	121
Other Occupations						
Professional Athlete	251	141	68	357	103	460
Professional Actor	44	34	9	39	48	87
Professional Musician	63	103	93	110	149	259
Professional Artist	68	70	55	86	97	183
Architect	65	120	76	206	55	261

OCCUPATIONAL INTEREST DATA

OTHER RESPONSES

BY CLASS AND GENDER

Eighth grade boys (by weighted total):

12: archeologist

10: motorcycle racer

8: forest ranger

6: motorcycle mechanic

5: game warden, professional handler of dogs, outdoorsman, forest fire fighter, roofer, electronical engineer, stylist, mechanic, trucking, undertaking, owner of an aquarium shop, bus boy, engineer for a power plant, astronomer

4: truck driver, dispatch terminal man, military service-part-time

3: ranching, motorcycle salesman, stock car racer, professional photographer, tourist guide

2: wild life artist, pastor, bank management, pharmacist, motorcyclist, movie director, car racer

1: restaurant, sporting goods salesman, hustler attendent, ROTC, professional makeup man for movies, anthropologist, astronaut, president

Eighth grade girls (by weighted total):

8: oceanographer

5: journalist, zoologist, speech therapist, legal secretary, radiologist, "I want to help retarded children or help with therapy for the handicapped.," model, band teacher or musician

4: pharmacist, ski instructor

3: oceanographer (dolphins)

2: ranger, housewife

1: physical education teacher

OCCUPATIONAL INTEREST DATA (CONTINUED)

OTHER RESPONSES

BY CLASS AND GENDER

Sophomore boys (by weighted total):

5: Ranch hand, refrigeration man, prosthesis technician, solar energy technician or engineer, motor boat mechanic, forest ranger or game commissioner, optometrist, music director of a high school, build computers-computer technician or designer, camping, machinist, cabinet maker, rancher, pilot

4: pharmacist

3: forest ranger, sporting goods or boating, shipper

2: sports editor, bank president, professional scuba diver

1: fur trapper, computer technician

Sophomore girls (by weighted total):

14: journalist, science research

10: beautician

7: forest ranger

6: dietitian, news columnist, model

5: X-ray technician, handicapped rehabilitation, naturalist, ski instructor

4: anesthetist, air traffic control, horse trainer

3: optometrist, space program, cartoonist

2: play producer

1: handyman, reporter

OCCUPATIONAL INTEREST DATA (CONTINUED)

OTHER RESPONSES

BY CLASS AND GENDER

Senior boys (by weighted total):

5: biologist, agricultural engineer, singer, carpet layer, privately owned business, math actuary, bank officer, X-ray technologist, chiropractor, upholstery work, commercial driver, wild life management

4: hotel manager, motorcycle mechanic, journalist, public relations

3: auto body repair, bicycle repairman, motorcycles and accessories

2: hunting guide, gunsmith, CIA, soil conservationist

1: FBI, professional motorcycle driver, sporting goods store owner, air craft welding

Senior girls (by weighted total):

10: model

9: counselor or school coumselor

5: animal husbandry, roller skating teacher, journalist (magazine), sales-clothing or plants, mental health, child abuse worker, pharmacology, teacher-worker blind and/or deaf, librarian, history professor, mental health worker, professional singer, window decorator, mother and housewife, designer for store windows

4: journalist (reporter), retail buyer, doctors assistant, hospital kitchen worker, music therapist, public relations, interpreter, work in politics--history--social studies, help on farm, professional writer--novelist

3: florist, "deals with young people--similar to people like parole officers"

2: administrative position, church or bible camp worker, travel agent in foreign country, tax auditor, photography, speech pathologist

1: sales representative, home economist, investigator, writer, manager of restaurant (food place), administrator of nursing home

One of the things which resulted from the occupational interest section was an idea as to which occupations were the most popular. Since this is often a topic of interest, the most popular occupations have been abstracted from the data and developed into several tables. Each table lists the most popular occupations in decreasing order of weighted total value. The tables are by class and gender, by class, by gender, and by all students. The tables follow:

Senior boys

Most popular Occupations

Conservation and outdoor worker
Auto or truck mechanic
Welder (tie)
Railroad trainman (tie)
Owner/manager of a retail establishment
Farmer-general, livestock, or crops
Carpenter
Lawyer
Airline pilot, navigator, flight engineer, etc. (tie)
Architect (tie)
Accountant
Electrician
Draftsman, designer (tie)
Professional athlete (tie)
Professional musician (tie)

Sophomore boys

Most popular Occupations

Auto or truck mechanic
Freight truck driver
Airplane pilot, navigator, flight engineer, etc.
Carpenter
Railroad trainman
Professional athlete
Heavy equipment operator
Conservation and outdoor recreation worker
Architect
Electrician
Radio or TV broadcaster
Welder
Policeman, fireman, patrolman, other protective work

Eight grade boys

Most popular Occupations

Professional athlete
Freight truck driver
Airplane pilot, navigator, flight engineer, etc.
Railroad trainman
Carpenter
Policeman, fireman, patrolman, other protective work
Diesel Mechanic
Conservation and recreation worker (tie)
Auto mechanic (tie)
Aircraft mechanic
Medical doctor
Electrician (tie)
Radio/TV station broadcaster (tie)
Owner/manager of a retail establishment (tie)
Architect (tie)

SENIOR GIRLS
MOST POPULAR OCCUPATIONS

Social Worker
Teacher
Youth Worker
Stewardess
Child care services
Computer Programmer
Interior decorator
Accountant
Fashion Designer
Housewife
Secretary
Owner/manager of retail establishment
veterinary assistant

SOPHOMORE GIRLS
MOST POPULAR OCCUPATIONS

Secretary
Stewardess
Child Care Services
Social Worker (tie)
Teacher (tie)
Veterinarian
Veterinary Assistant
Youth worker
Psychologist
Interior decorator
Commerical photographer
Physical Therapist
Lawyer

EIGHTH GRADE GIRLS
MOST POPULAR OCCUPATIONS

Veterinarian
Secretary
Stewardess
Teacher
Veterinary Assistant
Child or day care services
Barber or hair styler
Fashion designer
Medical doctor or dentist
Lawyer
Waiter or waitress
Interior decorator
Commercial photographer

EIGHTH GRADERS
MOST POPULAR OCCUPATIONS

Professional athlete
Veterinarian
Freight truck driver
Airplane pilot, navigator, flight engineer, etc.
Secretary
Teacher
Stewardess
Medical docotr
Railroad trainman
Veterinary assistant
Carpenter
Conservation and outdoor recreation work
Lawyer

SOPHOMORES
MOST POPULAR OCCUPATIONS

Auto or truck mechanic
Secretary
Airplane pilot, navigator, flight engineer, etc.
Stewardess
Veterinarian
Freight truck driver
Teacher
Child care/day care services
Professional athlete
Social Worker
Carpenter
Lawyer
Radio/TV Broadcaster

SENIORS
MOST POPULAR OCCUPATIONS

Conservation and outdoor recreation work
Social worker
Teacher
Data processing: Computer Programer (tie)
Owner/manager of a retail establishment (tie)
Accountant
Auto or truck mechanic
Youth worker
Lawyer
Railroad trainman
Welder (tie)
Stewardess (tie)
Professional musician (tie)

All males

Most popular occupations

Auto or truck mechanic
Professional athlete
Airplane pilot, navigator, flight engineer, etc.
Railroad trainman
Freight truck driver
Carpenter
Conservation or outdoor worker
Policeman, fireman, patrolman, other progective work
Farmer
Architect
Welder
Owner/manager of a retail establishment
Electrician

All females

Most popular occupations

Secretary
Stewardess
Teacher
Child care/day care services
Veterinarian
Social Worker
Veterinary assistant
Youth worker
Interior Decorator
Fashion designer
Barber, hair styler
Lawyer
Commercial photographer

All students

Most Popular occupations

Professional athlete
Auto or truck mechanic
Secretary
Veterinarian
Teacher
Stewardess
Airplane pilot, navigator, flight engineer, etc.
Conservation and outdoor recreation worker
Freight truck driver
Railroad trainman
Lawyer
Child care/day care services
Carpenter

OCCUPATIONAL SEX STEREOTYPING

The occupational interest section of the student questionnaire provided an opportunity to observe some indication of occupational sex stereotyping by the students who responded. An examination of the list of most popular occupations among males and females revealed that no occupation appeared on both lists. By subtracting the weighted total for males from the weighted total for females, an index of occupational sex stereotyping or of occupational sex preference was calculated. Occupations for which a difference of over 150 weighted total points existed were classified as stereotyped occupations. These are listed below:

Male stereotyped occupations: (in decreasing order of difference between males and females):

Railroad trainman
Auto or truck mechanic
Carpenter
Pilot
Professional athlete
Freight truck driver
Conservation or outdoor worker
Welder
Policeman, fireman, patrolman, etc.
Electrician
Farmer
Architect
Heavy equipment operator

Female stereotyped occupations:

Secretary
Stewardess
Child care/day care services
Teacher
Social worker
Youth worker
Veterinary assistant
Interior decorator
Veterinarian
Barber-hair styler

COURSE ENROLLMENT DIFFICULTY SECTION

Sophomores and Seniors were given a list of courses and asked if for the 1976-77 school year, they had attempted to get into that course but for any reason were unable to. The results appear in the following two tables.

COURSE ENROLLMENT DIFFICULTY DATA

BY GRADE AND GENDER

COURSE	Sophomores			Seniors		
	Males	Females	Total	Males	Females	Total
Housing	1	4	5	0	2	2
Child Development	2	8	10	0	9	9
Adult Living	2	13	15	14	30	44
Foods	1	9	10	1	8	9
Clothing I	0	8	8	0	4	4
Clothing II	0	4	4	0	5	5
Distributive Ed. I-II	0	1	1	0	0	0
Distributive Ed. III-IV	0	1	1	0	2	2
Occupational Math	0	1	1	0	0	0
Advanced Occupational Math	0	0	0	1	0	1
Technical Drawing 1-2	3	3	6	5	0	5
Technical Drawing 3-4	3	0	3	0	0	0
Technical Drawing 5-6	1	0	1	3	0	3
Architectual Drawing	2	0	2	2	0	2
Agricultural Management	0	1	1	0	0	0
Animal Science I	4	4	8	0	1	1
Animal Science II	2	2	4	2	1	3
Horticulture	1	2	3	0	1	1
Agronomy	0	0	0	0	0	0
Agriculture Mechanics	3	0	3	1	0	1

COURSE ENROLLMENT DIFFICULTY DATA (CONTINUED)

BY GRADE AND GENDER

CPIRSES	Sophomores			Seniors		
	Males	Females	Total	Males	Females	Total
Shop Drawing	2	2	4	1	0	1
Electricity	5	1	6	11	0	11
Electronics	3	1	4	3	0	3
Electronics-Independent Study	1	1	1	1	0	1
Metals	15	1	16	7	0	7
Welding	11	0	11	18	0	18
Auto Mechanics	34	5	39	53	9	62
Trades and Industries	1	0	1	2	0	2
Woodworking 1-2	12	4	16	4	5	9
Woodworking 3-4	4	1	5	7	0	7
Typing 1-2	4	5	9	0	3	3
Typing 3-4	1	2	3	1	0	1
Shorthand 1-2	1	8	9	1	11	12
Shorthand 3-4	1	1	2	0	4	4
General Typing 1-2	0	5	5	1	2	3
General Typing 3-4	1	1	2	0	1	1
Office Practice	0	3	3	0	5	5
Accounting	2	0	2	9	10	19
Recordkeeping	2	2	4	8	13	21

COURSE ENROLLMENT DIFFICULTY DATA

TOTALS

Course	Males	Females	Grand Total
Housing	1	6	7
Child Development	2	17	19
Adult Living	16	43	59
Foods	2	17	19
Clothing I	0	12	12
Clothing II	0	9	9
Distributive Ed. I - II	0	1	1
Distributive Ed. III - IV	0	3	3
Occupational Math	0	1	1
Adv. Occupational Math	1	0	1
Technical Drawing 1-2	8	3	11
Technical Drawing 3-4	3	0	3
Technical Drawing 5-6	4	0	4
Architectual Drawing	4	0	4
Agricultural Management	0	1	1
Animal Science I	4	5	9
Animal Science II	4	3	7
Horticulture	1	3	4
Agronomy	0	0	0
Agriculture Mechanics	4	0	4

COURSE ENROLLMENT DIFFICULTY DATA

TOTALS

Course	Males	Females	Total
Shop Drawing	3	2	5
Electricity	16	1	17
Electronics	6	1	7
Electronics-independent study	2	0	2
Metals	22	1	23
Welding	29	0	29
Auto Mechanics	87	14	101
Trades & Industries	3	0	3
Woodworking 1-2	16	9	25
Woodworking 3-4	11	1	12
Typing 1-2	4	8	12
Typing 3-4	2	2	4
Shorthand 1-2	2	19	21
Shorthand 3-4	1	5	6
General Typing 1-2	1	7	8
General Typing 3-4	1	2	3
Office Practice	0	8	8
Accounting	11	10	21
Recordkeeping	10	15	25

COURSE INTEREST-PRESENT COURSES SECTION

On page ten of the student questionnaire, sophomores were asked to indicate courses that they would like to take as Juniors or Seniors. Seniors were asked to indicate the names of courses they would have liked to have taken as sophomores or juniors. The results of this portion of the survey are displayed in the following table. (Since the two classes were asked slighty different questions, the data have not been combined to form a gender or grand total.)

COURSE INTEREST-PRESENT COURSES DATA BY GRADE AND GENDER

COURSE	Sophomores			Seniors		
	Males	Females	Totals	Males	Females	Totals
Housing	1	12	13	0	12	12
Child Development	1	132	133	0	27	27
Adult Living	26	152	178	30	39	69
Foods	5	32	37	3	32	35
Clothing I	0	19	19	1	19	20
Clothing II	0	17	17	1	14	15
Distributive Ed. I-II	8	12	20	4	8	12
Distributive Ed. III-IV	2	7	9	1	7	8
Occupational Math	7	9	16	1	0	1
Advanced Occupational Math	10	2	12	0	1	1
Technical Drawing 1-2	14	12	28	16	4	20
Technical Drawing 3-4	21	5	26	9	6	15
Technical Drawing 5-6	12	4	16	4	4	8
Architectual Drawing	19	7	26	8	6	14
Agricultural Management	13	7	21	4	2	6
Animal Science I	13	25	38	3	7	10
Animal Science II	10	10	20	1	8	9
Horticulture	2	11	13	0	3	3
Agronomy	7	5	12	2	3	5
Agriculture Mechanics	18	1	19	4	0	4

COURSE INTEREST-PRESENT COURSES DATA (CONTINUED)
BY GRADE AND GENDER

COURSE	Sophomores			Seniors		
	Males	Females	Total	Males	Females	Total
Shop Drawing	9	2	11	3	1	4
Electricity	22	5	27	12	0	12
Electronics	33	3	36	14	0	14
Electronics-Independent Study	10	0	10	8	0	8
Metals	26	2	28	16	0	16
Welding	67	6	73	26	1	27
Auto Mechanics	136	19	155	59	13	72
Trades and Industries	16	0	16	14	1	15
Woodworking 1-2	13	6	19	15	13	28
Woodworking 3-4	38	3	41	15	5	20
Typing 1-2	17	26	43	2	7	9
Typing 3-4	4	69	73	1	7	8
Shorthand 1-2	1	77	78	1	25	26
Shorthand 3-4	2	22	24	0	9	9
General Typing 1-2	10	12	22	2	1	3
General Typing 3-4	4	15	19	1	1	2
Office Practice	3	43	46	0	21	21
Accounting	19	52	71	14	34	48
Recordkeeping	8	50	58	6	18	24

COURSE INTEREST-PROPOSED COURSES SECTION

Sophomore students only were given a list of courses which were not being offered at North Platte High School but which had been suggested as possible courses by teachers on the vocational curriculum committees. The responses are tabulated below:

Course suggested	Females	Males	Total
Power Mechanics	1	58	59
Building Construction	4	43	47
Radio and TV Repair	4	54	58
Machine Shop	2	43	45
Carpentry	12	57	69
Masonry	2	24	26
Residential Wiring	1	32	33
Commercial Wiring	4	26	30
Appliance Repair	4	20	24
Digital Electronics	4	27	31
Semiconductor Technology	1	2	3
Communications Equipment Repair	1	23	24
Cabinet Making	3	24	27
Crafts	95	14	109
Leathe[illegible]ork	60	29	89
Plastics	14	17	31
Tractor Mechanics	3	28	31
Farm Machinery	1	24	25
Forestry	30	57	87

COURSE INTEREST-PROPOSED COURSES SECTION (cont).

Course Suggested	Females	Males	Total
Advanced Welding	1	34	35
Food Service Management	3	6	9
Child Care	132	5	137
Food Distribution	5	1	6
Food Service	12	1	13
Accounting 3-4	22	10	32
Business English	24	6	30
Marketing	9	3	12
Business Cooperative Education	5	4	9

Eighth graders were asked to respond as to whether or not they would be interested in taking courses in Teen Living, Typing, and/or Introduction to Business if such courses were offered in ninth grade. The responses were as follows:

Group	Course		
	Teen Living	Typing	Introduction to Business
Boys	29 (15)	33 (17)	55 (28)
Girls	67 (37)	92 (50)	39 (21)
Total	96 (25)	125 (33)	94 (25)

GRADUATE FOLLOW-UP SURVEY

The purpose of the graduate follow-up survey was to gather data from individuals who had completed vocational programs or courses within those programs. The graduate follow-up was viewed as being of great value since graduates could give opinions on the school program from a different viewpoint than staff members or students and could relate their training with their experiences in the world of work. This segment of the vocational needs assessment proved to be the most costly in terms of financial requirements in addition to being one of the more extensive in terms of time requirements.

DEVELOPMENT OF THE SURVEY

The development of the graduate follow-up questionnaire was assigned to a committee consisting of all junior and senior high guidance counselors and all senior high business education teachers. The committee agreed that the objectives of the survey would be to obtain information on the program (s) completed by the student, relationships between education and occupational experience, and the students' occupational experiences and opinions. The student would also be asked to make suggestions and give an opinion about the programs of the school at the time he/she was in school.

Some criteria had to be established as to which graduates were going to receive the survey and how the survey was to be presented (mail or telephone.) The committee agreed to survey all members (graduates and non-graduates) of the classes of 1976, 1974, and 1970. (This corresponded to time periods of one, three, and seven years prior to the date of the survey.) In order to reach students who lived outside of North Platte and to allow a slightly longer questionnaire, the mail method of distribution was adapted. To save money, bulk mailing was to be used.

In order to construct the survey, committee members reviewed a variety of resource materials including a series of sample questionnaires from the Kearney Confernece. The final form of the questionnaires and the accompan ing cover letter appear on the next few pages.

ADMINISTRATION OF THE SURVEY

The student enrollment card file was used as a basis for sending out the surveys to members of a class. This file included the names of both graduates and non-graduates. Information on the enrollment card was used to obtain the former students's present address. Most addresses were determined by phoning the parent of the student. A total of 812 questionnaires were mailed. Despite the February 18 cut-off date given in the cover letter, surveys were accepted through and including March 7, 1977. Due to the relatively high return rate and the deadline of April 11 for presentation of results to the Board of Education no follow-up was attempted. A total of 307 returns (38% response) were included in the tabulation.

ROY C. PRESSLER
ASSISTANT SUPERINTENDENT

DR. JACK G. ELLIOTT
SUPERINTENDENT

GENE RANSDELL
ADMINISTRATIVE ASSISTANT

North Platte Public Schools

PHONE 308/532-3300

1101 WEST FIRST STREET
NORTH PLATTE, NEBRASKA 69101

January 21, 1977

Dear Graduate:

North Platte High School is constantly seeking ways to strengthen its programs. One very good way to do this is to find out how the graduates of the high school feel about their training and how successful the training was in helping them get jobs in the kind of work for which they were prepared.

This is why we are writing to you and your fellow graduates. We are asking you to help us in making the programs at North Platte High School better. Won't you take a few minutes to complete the enclosed form and return it in the envelope provided? We hope to have all forms returned by February 18, 1977.

Please be assured that all replies will be held strictly confidential. We are grateful to you for your help and look forward to hearing from you at your earliest convenience. If you have any questions, call Dr. Lloyd Gayman at 532-3300.

Sincerely yours,

North Platte High School

QUESTIONNAIRE--NORTH PLATTE HIGH SCHOOL
Vocational Needs Assessment Survey

Name _____ Phone _____

Address _____ Year Graduated _____

1. From what program did you graduate?
( ) college oriented ( ) general studies ( ) vocational ( ) other

2. If vocational, what program of study?

( ) Distributive Education
( ) Home Economics
( ) Business Education
( ) Secretarial
( ) Typing/Clerical
( ) Agriculture
( ) Drafting
( ) Electronics/Electricity
( ) Auto Mechanics

3. Are you presently employed?
( ) yes ( ) no ( ) part-time ( ) full-time

4. If employed, Is your employment in the area for which you were trained?
( ) yes ( ) no ( ) partially

5. If employed, did your training help you get the job?
( ) yes ( ) no ( ) partially

6. If not employed, what is the reason?
( ) in military service
( ) continuing school full-time
( ) household/family responsibilities
( ) travel or other self-directed activities
( ) other _____

7. General comments on the vocational programs, or other related matters:

_____

_____

OCCUPATIONAL FOLLOW-UP

1. ABOUT YOU: Present age ____ Sex ( ) Female ( ) Male
Marital Status ( ) Married ( ) Unmarried

2. ABOUT YOUR HIGH SCHOOL EDUCATION: Year you left High School 19__
Status: ( ) Graduated
Earned diploma after leaving ( ) (GED)
Dropped out before graduation, have not earned diploma ( )

Area of Vocational Study
( ) Agriculture ( ) Business/Office
( ) Distributive Education ( ) Woodworking
( ) Home Economics ( ) Auto Mechanics
( ) Metals ( ) Other (General)
( ) Drafting ( ) None

Did you have a job while in High School ( ) yes ( ) no

3. AFTER HIGH SCHOOL--Type of Schooling ( ) Full-time (College)
( ) Part-time (College)
( ) Adult or apprentice
( ) Correspondence
( ) None

Did you complete this schooling? ( ) yes ( ) no

4. ABOUT YOUR FIRST FULL-TIME JOB--How did you find the first full-time job?

( ) Stayed on job I had in school ( ) Through friends

( ) High School teacher or guidance office ( ) Through parents

( ) Placement Office ( ) On my own

( ) Employment Office ( ) Newspaper ads

( ) Started my own business ( ) Other: _____

IN RELATION TO WHERE YOU LIVED WHILE IN HIGH SCHOOL--This job was located:
( ) In same town ( ) out of town ( ) in state ( ) out of state
( ) out of country

RELATION OF THE JOB TO YOUR HIGH SCHOOL EDUCATION ( ) Closely related
( ) Slightly related ( ) Not related ( ) Fairly related

HOW WELL DID HIGH SCHOOL PREPARE YOU FOR YOUR FIRST JOB ( ) Excellent preparation ( ) Good preparation ( ) Fair preparation ( ) Poor preparation

JOB SATISFACTION--Pay Scale ( ) Very satisfying ( ) Satisfying
( ) Not satisfying ( ) $51-$100/week ( ) $101-$150/week ( ) Over $150/week
( ) Over $300/week

REASON FOR LEAVING FIRST JOB ( ) Still on the job ( ) Laid off
( ) Promoted ( ) More money ( ) More challenge ( ) Entered military
( ) Entered school ( ) Marriage or pregnancy

ABOUT YOUR PRESENT FULL-TIME JOB--What is your current status?
( ) Employed ( ) Unemployed--looking ( ) Unemployed--not looking
( ) Self Employed ( ) Other _____

HOW WELL DID HIGH SCHOOL PREPARE YOU FOR THIS JOB?
( ) Excellent preparation ( ) Good preparation ( ) Fair preparation
( ) Poor preparation

FULL-TIME EMPLOYMENT HISTORY
How many full time jobs have you had since high school ( )
How many of these jobs were related to your high school education ( )

LIST ALL FULL TIME JOBS SINCE HIGH SCHOOL (If you have had more than six (6) jobs, list the first three and the last three.

List First Job first and proceed to the Current or last job.

Approximate Number of Months on job	Job Title

List below any courses you would have liked to have taken while you were at NPHS or courses which you think would have helped you if they were part of the curriculum:

TABULATION OF THE SURVEY

March 7, 1977 was established as a cut off date for return of surveys. The data as presented in the tables on the next several pages represents the results of all surveys returned up to that point in time. As with the student interest surveys, the tabulation of the graduate follow-up surveys has been broken down by class and gender. This should allow some comparison with data obtained from the student survey. For purposes of fitting the data into the table, some of the answers on the questionnaire have been condensed. For purposes of discussion (though not labled as such on the questionnaire) the first seven questions of the questionnaire are referred to as the general follow-up and the remaining section is referred to as the occupational follow-up. Variations in the total number of answers can be explained by multiple answers or lack of response to particular questions.

OCCUPATIONAL FOLLOW-UP
TOTALS

Questions	Class of 1976	Class of 1974	Class of 1970	Males	Females	Totals
1. College	45	46	34	54	71	125
General	63	45	22	60	70	130
Vocational	28	15	17	30	30	60
Other	3	1	-	2	2	4
2. Distributive Ed.	8	3	5	5	11	16
Home Economics	4	-	3	0	7	7
Business Ed.	8	6	2	6	10	16
Secretarial	10	2	7	0	19	19
Typing/Clerical	11	2	6	3	16	19
Agriculture	2	-	-	1	1	2
Drafting	2	1	1	4	0	4
Electronics/Elec	9	3	0	11	1	12
Auto Mechanics	3	5	1	9	0	9
3. Yes	73	75	67	102	113	215
No	55	28	15	36	62	98
Part-time	26	16	3	18	27	45
Full-time	39	55	50	74	70	144
4. Yes	14	12	23	24	25	49
No	46	41	19	58	48	106
Partially	19	23	16	23	35	58
5. Yes	7	16	19	18	24	42
No.	53	38	19	53	57	110
Partially	13	18	15	25	21	46
6. Military Service	3	2	-	5	-	5
Continuing school	41	23	4	38	30	68
Household	5	7	11	0	23	23
Travel	-	2	1	1	2	3
Other	4	2	-	1	5	6

OCCUPATIONAL FOLLOW-UP TOTALS
(continued)

QUESTION

	CLASS OF 1976	CLASS OF 1974	CLASS OF 1970	MALES	FEMALES	TOTAL
1. Age 18 or less	69	---	---	78	41	69
19	68	1	---	26	43	69
20	---	64	---	31	33	64
21	---	32	---	14	18	32
22	---	2	---	2	---	2
23	---	---	2	2	---	2
24	---	---	42	17	25	42
25	---	---	24	12	12	24
26	---	---	2	2	---	2
27	---	---	---	---	---	---
28 or older	---	---	1	1	---	1
Female	83	52	39	---	174	174
Male	54	47	32	133	---	133
Married	10	94	47	65	86	151
Unmarried	114	64	19	90	107	197
2. Left school in: 1976	129	---	---	53	76	129
1975	---	---	---	---	---	---
1974	---	---	---	---	---	---
1973	---	98	---	50	48	98
1972	---	---	---	---	---	---
1971	---	---	---	---	---	---
1970	---	---	69	31	38	69
Earned diploma after Graduation	1	2	2	---	5	5
Have not Graduated	---	2	1	---	3	3

OCCUPATIONAL FOLLOW-UP
TOTALS
(cont)

Questions	Class of 1976	Class of 1974	Class of 1970	Males	Females	Totals
Agriculture	4	-	-	2	2	4
Distributive Ed.	8	1	5	7	7	14
Home Economics	8	3	5	1	15	16
Metals	5	5	-	10	0	10
Drafting	2	5	0	7	0	7
Business/Office	12	10	16	6	32	38
Woodworking	4	7	2	12	1	13
Auto Mechanics	6	8	1	15	0	15
Other	22	17	10	28	21	49
None	20	12	5	19	18	38
Job in High School						
Yes	93	60	51	91	118	209
No	16	26	14	20	36	56
Type of Schooling						
College-full.ime	71	57	46	81	101	182
College-parttime	11	12	9	14	18	32
Adult or apprent.	4	4	2	6	4	10
Correspoodence	1	3	2	4	2	6
None	34	23	12	32	37	69
Complete Schooling						
Yes	3	15	43	21	40	61
No	83	54	17	75	79	154

OCCUPATIONAL FOLLOW-UP TOTALS
(continued)

QUESTION 4

Finding First Job	CLASS OF 1976	CLASS OF 1974	CLASS OF 1970	MALES	FEMALES	TOTAL
Job Had In School	19	8	10	16	21	37
Teacher or Guidance	5	4	1	5	5	10
Placement Office	2	2	10	7	7	14
Employment Office	9	10	6	13	12	25
Own Business	1	1	---	1	1	2
Friends	14	15	7	19	17	36
Parents	20	8	---	12	16	28
On Own	34	38	34	38	68	106
Newspaper	4	5	3	3	9	12
Other	9	6	5	9	11	20
LOCATION						
Same Town	102	79	42	95	128	223
Out Of Town	8	7	7	7	15	22
In State	1	4	10	3	12	15
Out Of State	2	4	10	9	7	16
Out Of Country	---	---	---	---	---	---
JOB TO EDUCATION						
CLOSELY RELATED	11	9	12	11	21	33
Slightly Related	13	19	23	21	34	55
Not Related	74	53	16	56	87	143
Fairly Related	12	7	6	11	14	25

OCCUPATIONAL FOLLOW-UP
TOTALS
(cont)

Question	Class of 1976	Class of 1974	Class of 1970	Males	Females	Totals
4. Preparation						
Excellent	4	1	6	5	6	11
Good	21	31	24	30	56	86
Fair	35	35	30	47	53	100
Poor	21	15	8	23	21	44
Satisfaction						
Very Satifying	6	10	11	15	12	27
Satisfying	54	37	28	49	70	119
Not Satisfying	16	14	10	19	21	40
$51-100	44	28	17	29	60	89
$101-150	24	24	14	30	32	62
$150-299	7	12	18	24	13	37
$300 or more	1	4	5	8	2	10
Left Job						
Still on job	25	16	23	28	36	54
Laid off	16	9	3	16	12	28
Promoted	1	1	3	2	3	5
More money	20	22	15	28	29	57
More Challenge	14	14	12	18	22	40
Entered military	3	2	3	8	0	8
Entered school	36	22	9	26	41	67
Marriage or Preg.	7	6	12	4	21	25
Moved	1	2	0	2	1	3

OCCUPATIONAL FOLLOW-UP
TOTALS
(cont)

Questions	Class of 1976	Class of 1974	Class of 1970	Males	Females	Total
4. Present Job						
Employed	58	57	56	87	84	171
Unemployed-looking	4	6	-	3	7	10
Unemployed-not looking	15	5	9	16	13	29
Self-employed	1	3	1	0	5	5
Other	1	0	0	1	0	0
Preparation Present Job						
Excellent	2	1	4	3	4	7
Good	21	15	29	21	34	55
Fair	23	30	27	45	35	80
Poor	14	16	8	20	18	38
Employment History						
Number fulltime 0	-	-	-	-	-	-
1	41	25	24	44	46	90
2	20	22	14	33	23	36
3	7	12	17	12	24	36
4	1	8	6	9	6	15
5 or more	-	2	1	2	1	3
Number related 0	39	36	35	56	54	110
1	16	14	17	24	23	47
2	10	14	11	16	19	35
3	1	3	4	2	6	8
4	0	3	0	3	0	3
5 or more	0	16	3	16	3	19

GENERAL FOLLOW-UP DATA
BY CLASS AND GENDER

Question	Class of 1976 Males	Class of 1976 Females	Class of 1974 Males	Class of 1974 Females	Class of 1970 Males	Class of 1970 Females
1. College	18	27	21	25	15	19
General	26	37	23	22	11	11
Vocational	12	16	11	4	7	10
Other	2	1	-	1	-	-
2. Distributive Ed	1	7	-	3	4	1
Home Economics	-	4	-	-	-	3
Business Ed.	1	7	4	2	1	1
Secretarial	-	10	-	2	-	7
Typing/Clerical	1	10	2	-	-	6
Agriculture	1	1	-	-	-	-
Drafting	2	-	1	-	1	-
Electronics/Elec.	8	1	3	-	-	-
Auto Mechanics	3	-	5	-	1	-
3. Yes	33	40	39	36	30	37
No	21	34	12	16	3	12
Part-time	9	17	8	8	1	2
Full-time	16	23	30	25	28	22
4. Yes	8	6	6	6	10	13
No	22	24	23	18	13	6
Partially	6	13	10	13	7	9
5. Yes	3	4	8	8	7	12
No	22	31	20	18	11	8
Partially	6	7	10	8	9	6

GENERAL FOLLOW-UP DATA (CONTINUED)
BY CLASS AND GENDER

Question	Class of 1976 Males	Class of 1976 Females	Class of 1974 Males	Class of 1974 Females	Class of 1970 Males	Class of 1970 Females
1. Military Service	3	-	2	-	-	-
Continuing school	19	22	15	8	4	-
Household	-	5	-	7	-	11
Travel	-	-	1	1	0	1
Other	-	4	1	1	-	-

OCCUPATIONAL FOLLOW-UP DATA

BY CLASS AND GENDER

Question	Class of 1976 Males	Class of 1976 Females	Class of 1974 Males	Class of 1974 Females	Class of 1970 Males	Class of 1970 Females
1. Age						
18 or less	28	41				
19	26	42		1		
20			31	33		
21			14	18		
22			2			
23						2
24					17	25
25					12	12
26					2	
27						
28 or older					1	
Female		83		52		39
Male	54		47		32	
Married	3	7	44	50	18	29
Unmarried	45	65	31	33	10	9
2. Left school in:						
1976	53	76				
1975						
1974				50	48	
1973						
1972						
1971						
1970					31	38
Earned diploma after leaving	0	1	0	2	0	2
Have not earned diploma	0	0	0	2	0	1

OCCUPATIONAL FOLLOW-UP DATA (CONTINUED)

BY CLASS AND GENDER

Question #3	Class of 1976		Class of 1974		Class of 1970	
Area of study:	Males	Females	Males	Females	Males	Females
Agriculture	2	2				
Distributive Education	3	5		1	4	1
Home Economics	1	7		3		5
Metals	5		5			
Drafting	2		5			
Business/Office	2	10	2	8	2	14
Woodworking	3	1	7		2	
Auto Mechanics	6		8		1	
Other	11	11	8	9	9	1
None	7	13	9	3	3	2
Job in high school:						
Yes	39	59	27	33	25	26
No	6	10	9	17	5	9
Type of schooling:						
College-full time	28	43	26	31	19	27
College-part time	5	6	5	7	4	5
Adult or apprentice	2	2	3	1	1	1
Correspondence	1	-	2	1	1	1
None	14	20	11	12	7	5
Complete schooling:						
Yes	-	3	3	12	18	25
No	38	45	30	24	7	10

OCCUPATIONAL FOLLOW-UP DATA (CONTINUED)

BY CLASS AND GENDER

Question # 4	Class of 1976		Class of 1974		Class of 1970	
	Males	Females	Males	Females	Males	Females
Finding last job						
Job had in school	8	11	5	3	3	7
Teacher or guid.	3	2	2	2		1
Placement office	2		2		3	7
Employment office	6	3	4	6	3	3
Own business		1	1			
Friends	6	8	9	6	4	3
Parents	7	13	5	3		
On own	10	24	13	25	15	19
Newspaper		4	2	3	1	2
Other	3	6	2	4	4	1
Location:						
Same town	39	63	38	41	18	24
Out of town	4	4	2	5		
In state		1		4	3	7
Out of state		2	2	2	7	3
Out of country						
Job to education						
Closely related	4	7	4	5	3	9
Slightly related	3	10	8	11	10	13
Not related	30	40	23	30	3	13
Fairly related	6	6	4	3	1	5

OCCUPATIONAL FOLLOW-UP DATA (CONTINUED)
BY CLASS AND GENDER

Question	Class of 1976 Males	Class of 1976 Females	Class of 1974 Males	Class of 1974 Females	Class of 1970 Males	Class of 1970 Females
4. Preparation						
Excellent	1	3	1	-	3	3
Good	10	21	12	19	8	16
Fair	15	20	16	19	16	14
Poor	10	11	9	6	4	4
Satisfaction						
Very satisfying	3	3	7	3	5	6
Satisfying	20	34	16	21	13	15
Not satisfying	8	8	6	8	5	5
$51-100	15	29	8	20	6	11
$101-150	12	12	12	12	6	8
$150-299	7	-	8	4	9	9
$300 or more	1	-	3	1	4	1
Left Job						
Still on Job	11	14	8	8	9	14
Laid off	11	5	3	6	2	1
Promoted	-	1	0	1	2	1
More money	9	11	12	10	7	8
More challenge		7	7	7	4	8
Entered military	3	-	2	-	3	-
Entered school	14	22	8	14	4	5
Marriage or Preg.	2	5	-	6	2	10
Moved	-	-	-	-	-	-

OCCUPATIONAL FOLLOW-UP DATA (CONTINUED)

Question # 4	Class of 1976		Class of 1974		Class of 1970	
	Males	Females	Males	Females	Males	Females
Present job						
Employed	30	28	29	28	28	28
Unemployed-looking	1	3	2	4		
Unemployed-not look.	12	3	3	2	1	8
Self-employed		1		3		1
Other	1					
Preparation-Present job						
Excellent	1	1	1		1	3
Good	8	13	6	9	7	12
Fair	13	10	16	14	16	11
Poor	8	6	8	8	4	4
Employment hist.						
Number full time						
(0)						
(1)	22	19	13	12	9	15
(2)	13	7	12	10	8	6
(3)	3	4	4	8	5	12
(4)	1		6	2	2	4
(5 or more)			1	1	1	
Number related						
(0)	21	18	16	20	19	16
(1)	9	7	8	6	7	10
(2)	6	4	7	7	3	8
(3)	1			3	1	3
(4)			3			
(5 or more)		16				3

OPEN ENDED ANSWERS TO THE GRADUATE FOLLOW-UP QUESTIONNAIRE

Two parts of the graduate follow-up encouraged former students to respond with open ended answers. Question 7 of the general follow-up questions asked for general comments on the vocational programs, or other related matters. The last statement on page 3 of the questionnaire asked for a list of courses that students might have liked to have taken. Graduates took the opportunity to use either or both of these parts to make comments. Some even wrote "letters" covering the entire back side of the questionnaire. In some cases negative criticism was directed toward certain teachers who were mentioned by name. These two situations, length of comments and the existance of remarks directed at personalities rather than programs presented a problem.

While the intent of the needs assessment was to report all the information that might be useful in making decisions about vocational education, the inclusion of all of the remarks of the graduates would be somewhat lengthy and would subject certain individuals to public criticism that would be of no value in program planning. The project director therefore took it upon himself to edit the remarks of the graduates and assumes full responsibility for any consequences thereof. All questionnaires with all comments intact will be kept on file in the office of the project director and may be used in planning situations where a definite reason is established.

Comments by the graduates on the follow-up are listed on the next several pages. These have been broken down by class and gender but not by whether or not the response is to the question on page one or three. Deletions are indicated and in some cases commented upon. Dashes do <u>not</u> indicate deletion.

Females-Class of 1976

1. Math department needs work. (deleted) and (deleted) teach so far over head--didn't learn anything. Need expository writing class--a must--everybody should be made to take speech.

2. An expository English class.

3. Did not help me that much in college now. More math--more history.

4. First aid--first aid instructor--basic sports theory course--more than one semester of child development.

5. Good accounting program. More natural science courses.

6. A communications class.

7. Good programs in home economics and home living, child development.--Adult living, but I graduated mid-term so couldn't take it.

8. I think they could of put more stress on English and spelling. That is where I'm having difficulty. I would like to see more law classes, even in high school. That is the field I hope to get into next year, in college. You would be surprised to know how many people would like to get into the law area.

9. Accounting/Bookeeping

10. Other language courses

11. Intermediate Coffee-pouring ?

12. A course that would have helped me with different kinds of medicines. (Editors note: This girl presently works for a pharmacy.)

13. I feel they are good classes to be given and are very educational.

14. I think the school needs more classes that will prepare the kids for when they are out of school. More math, English, home economics.

15. Beauty school or course.

16. Teacher needs to take more time in 1 area and not take 5 or 6 at a time.

17. My secretarial training was just a beginning. I learned so much more on the job. Now that I'm so interested in home sales and real estate, I would have liked a course that would teach one how to meet and size up a customer, give a sales pitch and generally about real estate and home sales. Maybe this is only something that can be learned on the job, but a course in fundamentals of selling would be helpful to those who may not have been offered such a good ready-made job in this area as I was.

Females-Class of 1976 (continued)

18. Some type of nurses training or care for others.

19. First aid course.

20. I feel that there is a need to expand on these programs, agricultural studies. I took some (of) the agricultural courses, I feel that these courses need to be updated and more opportunities offered. (Editors note: this girl is now working for an agriculture related business.)

21. I feel that my guidance counselor could of been more encouraging in my choice of career, instead of saying that my goal was set too high.

22. It would be helpful to give more economics and electronics courses.--A communications class where you related to everyone in the group. Goals of the course would be to see how people react and how to handle their reactions. Other types of science courses that would give you an insight on whether or not it might appeal to you for a course of study. Thanks for asking me for an opinion!

23. I enjoyed them. I thought the staff was excellent and dedicated--especially D.E.--Home Economics--Shorthand--Office training.

24. I feel the classes I took in general studies helped me mostly to cope with people which is what my job is all about.--I enjoyed the classes I had, but in my field of study (Speech pathology) I would have liked more speech courses.

25. The secretarial and business fields are taught very well by Mrs. Elm.--More clerical work and much more typing classes.

26. It was a great experience even though I changed my field of study.

27. Typing should be required for girls--I wish now I would have taken it. It makes finding a job much easier. There are hundreds of good jobs available if you can do general office procedures. (Editors note: this girl now lives in Omaha.)

28. A personal finance class (record keeping, etc. everyday type record keeping, balance budget)

29. The consumer economics and senior economics were a great learning class and helps everyone after and before graduation. -- none that I can think of. I would like to note that I felt the most important class I took was "Adult Living". It was a very good class, in the learning area. Another good course I would recommend is Economics. It is an important class for all graduates.

30. I wish I would've taken more business classes and foreign language.

31. Counselors could be better.

32. I think there should be more college oriented programs to help students decide what field they would like to go into. (Remainder deleted because of length.)

Females-Class of 1976 (continued)

33. I feel that the courses that I took in high school were of little or no value in relationship to the preparation necessary for college. (Sentence deleted because it identifies writer.) NPHS is in strong need of a college prep course for those students who are planning to go to school and I feel a program of this type would be a big advantage in preparing those students for college.

34. I believe that Distributive Education should be required and that the students should be able to voice their opinion and have the teachers listen so they can both learn new ways of life and respect for other humans. I wish there was a spelling program that I could have taken when I was in high school because I could use it now.

35. Should have more courses related to college courses.--An introduction to data processing course, because almost all businesses now have at least one or more computers.

36. Accounting--social psychology.

37. I feel instead of one semester of a few general programs I would have liked to have gone deeper into one subject (a year)--for example--horticulture, agronomy--more management programs relating to ag in the field of recordkeeping and accounting in farming and ranching.

38. Good.

39. I'm in my first year of college. I'm unemployed. I feel my education was adequate and I didn't want any job training in high school. For others vocational training is fine.

40. Secretarial.

41. They are good preparation for job training if you want to use it for for a certain field of work. I took typing and office practice and would have liked to have liked to have taken shorthand and had a Secretarial career but after beginning I didn't like the type of work so finished my typing out, quit the office practice class. I think I would like a nurse's training course for an O.B. ward in a hospital working in a nursery.

42. Distributive Education broadens your horizons in the study of business.

43. I wanted to take recordkeeping but they did not assign me to that class.

44. Bookkeeping, speed writing

45. Criminal justice

46. I believe they are a good idea but through the high school years they tend to forget why they take the classes they do. (Remainder deleted because of length, remarks about specific teachers, and possible identification of the individual. General tone is quite negative.)

Females-Class of 1976 (continued)

47. Need more one to one teaching in typing; Electricity was very good; accounting very good. There's none I can think of right now. Thank you for thinking of me when you sent these questionnaires. (Name deleted.)

48. English grammar!! (required)--Ancient History (required)--Basic Economics (optional)

49. It seems to me that there are many opportunities for vocational training outside NPHS in the area; unfortunately, I feel the college prep program is not up to where it should be and in the area there is little else to offer outside NPHS.--Advanced placement courses--preparatory for AP tests and possibly worth college credits; especially in math, natural sciences and English composition.

50. Comment: My school is very difficult and my teachers are amazed at my poor background. I think I must've been accepted here more on potential than high school background! I think NPHS needs to get back to reading, writing, and arithmetic.

51. Courses more related to college education in elementary education field and other educational fields as well as just college orientated courses--courses that are required don't apply all that well to college education--you're required to take courses which you will never use again which should be substituted for courses in your related field of study (if you know what field you're going into)--otherwise the courses were well rounded.

Males-Class of 1976

1. The electronics class provided good grounds on which to build a career.

2. For one who endeavors to enter a vocational field following high school, I feel the school offers a great pre-trade school prerequisite.--Physics is a course I never took but looking back I now wish I had because a high school prerequisite of Physics is necessary to major in computer science.

3. Programs are not as full and indepth as you need to be interested or stimulated.--take more of classes such as psychology or socialogy at the sophomore-junior level to help us understand more of ourselves and our problems. Adult living should be a required course and given to an early age to prevent and help us understand love, dating, going steady, and marriage, sex!

4. Presently I am enrolled in data processing at Southeast Community College, Milford.--FORTRAN (not presently in curriculum)--bookkeeping, accounting, English.

5. I learned a lot in auto-mechanics. (Remainder deleted - negative remarks about a teacher.)

6. Transcendental Meditation--physics--basic real estate principles--finding a job--jazz lab band--music improvision--advanced musical theory--penmanship, can't you tell? # 1,2,3, should be mini courses. NPHS needs more variety in courses, and mini courses would be an ideal route, because most of the courses that would be offered as mini courses wouldn't require expanding the staff but could merely use resource persons in the community at low or no cost. All of the classes I took need to be upgraded, that is designed to provide challenge for all students, not just the averag[illegible]

7. Needs more English courses

8. (Deleted because of length and negative reference to a specific teacher. This student did want to complement one teacher however.) "...I would like to put in a great word for Mr. Boerner. He is excellent."

9. German--computer science

10. Auto mechanics

11. African history--necessary as a comparative course for the rest of World History. Much more stringent physics and math courses--a course on how to prepare for college tests, papers, and work in general.

12. Automotive body work

13. I took Auto Mechanics and I think William Kalblinger was one of the better qualified teachers I have ever had.--Law enforcement, psychology.

Males-Class of 1976 (continued)

14. Satisfied with schedule of classes available.

15. The electronics courses I took really helped in my school now.--I was satisfied. I am well prepared for what I'm doing now.

16. It was OK.

17. More political science related subjects.

18. FORTRAN (computer language course)--more math involving integration, differentiation--trigonometric functions with integration and differentiation.

19. More business courses.

20. It should be expanded and let more emphasis be placed on in-school training.

21. Very excellent training.

22. Vocational programs are fair. I feel that academics should further stressed (sic) School should teach: 3 R's;basic reading, riting, and rithmetic--Improvements could be made in these areas even for those who do not plan to further their education. The English courses from elementary to senior level should subscribe to a study of phonics and word association so that graduates in the future could at least read and write. (name deleted)

23. Vocational programs are worthwhile--more programs are needed.--General records has proved very helpful to me since my graduation from high school.

24. I was satisfied with what was offered.

25. More business oriented courses.

26. Vocational programs have good quality but need more classes and subjects.

27. Good--needed more time in Auto Mechanics.

28. I think there should be more of them than there are to teach kids all types of vocations.--More mechanics classes to deal with diesel machines because there are more jobs for diesel mechanics than auto mechanics.--I also think schools should prepare kids not so much for college but for jobs and how to act around different kinds of people.

29. Since I am still in college, I can't answer most of these questions. I think my high school courses prepared me well for college courses, especially in math, chemistry, and biology. Without these high school courses, I would have been lost in my current studies. I think Mr. Oltmanns Mr. Boerner, and Mr. Witt deserve most of the credit for being, I think, excellent teachers. (name deleted)

Males-Class of 1976 (continued)

30. OK for what I took which was drafting, welding, play production.--I've always enjoyed my classes and was interested in aircraft so I wished there was an Aerospace Education class. Also since leadership is one of the factors that makes one a success, I would have liked to have seen a Jr. R.O.T.C. program.

31. NPHS had some of the worst teachers I have ever had.--Data processing, Introduction to computing--computer language.

32. NPHS gave an opportunity to study many different areas.--More political government.

33. I have been able to find a job as an electrical apprentice anywhere I go. I had an adequate education program in electricity. However, they should do more projects similar to the electricity wall. Building a radio, etc.--Any college introductory courses which would count or transfer to most colleges.

34. The science and math I received along with the social studies helps.

Females - Class of 1974

1. Home-Ec. courses good-Economics dept.--good--need more research courses and less structural study. Russian language courses were discontinued before I could take it. Think females should have more opportunity for agri-farmer courses, and perhaps some basic knowledge course of veterinary practice so people can take better care of their animals.

2. Speech classes-relating with people-communications-auto mechanics and wood-shop general office practice-adult living.

3. I only wish I had taken some vocational classes. I wish I had taken: Typing 3-4, Bookkeeping, shorthand, Speech, Spanish. (The remainder of the remarks from this student are included in the introduction.)

4. Shorthand, auto mechanics, criminal justice.

5. Stress more on speech-communication--People need to communicate with others to gain anything.

6. I wish I would have taken social research problems and a foreign language. NPHS is a good school. I had a lot of fun there, and I felt I was as well-prepared as anyone for college.

7. Classes dealing with the outdoors, the problems facing national parks, environmental pollution--more forestry related classes.

8. Would have liked to take: "Powder-puff" mechanics (basic care (car))--accounting--drafting--English composition (grammar-not like creative writing)

9. This is probably impossible to implement in NPHS but a (1) FORTRAN course would be great. Also if (2) Calculus and Analytic Geometry, Stein, could be taught up to integration if would be comparable to eastern Nebraska. Perhaps (3) an Ecology course. I thought I had a very fine high school program. You do a good job.

10. A design class: (maybe one that teaches you color characteristics in relation to designs.)

11. At my present job it would have benefited me more had I taken all the business and office practice classes instead of the college preparation courses. I also feel that the sports and clubs also benefit an individual. They help in working with people! Which many of us do now that we've graduated.

12. When I first came down to the University, I was majoring in Sociology, Social Welfare. In the college of Arts and Sciences you need 16 hours of a foreign language. I had taken 7th and 8th grade Frendh, 9th grade Latin. I decided to take Spanish so I took 10 hours. However--I never correctly learned English Grammar so consequently it was hard for me to learn Spanish grammar or French or latin. If I don't know what a subordinate clause is in English, how could I know what it was in Spanish? English Grammar would have been a subject that would have helped me in college. Now my major is Elementary Education and my minor is music.

Females-Class of 1974 (Continued)

13. Keypunching Course

14. Typing, took one year-should have taken more-shorthand-bookkeeping, wanted it, but couldn't get it-to crowded.

15. I was going into medicine before I married and I found the math and science classes excellent. Now I wish I could go back and take more home economics classes.

16. The training I received was in criminal justice programs through college. I definately think an introductory criminal justice course should be offered and be mandatory for at least one semester for all students. Then other classes offered in this field to be taken at a students' shoice.

17. Something to do with exceptionality in children, i.e., special ed. MR, gifted, reading disabilities, LD, ED, etc. I don't really feel I can be of much help in this survey, as I am still in college studying so that many of these questions do not apply to me.

18. I feelthere were only two college oriented classes when I attended NPHS Social Research and Psychology--many more are needed. I feel the need for more classes preparing young adults for college!!

19. (Deletions because of length). Most of the General English courses were alright but I didn't feel that you offered enough elective English courses. (Editors note--the remainder of the remarks might be of interest to the English department.)

20. I only attended NPHS for my senior year. (Reference to teacher deleted.) I found it sad that so much more was though of sports than music.

21. Drafting--more design courses-enlarge art department--wish I would have taken shorthand. (Personal message deleted.)

22. Poor preparation for women in the current job market. --sex education--psychology--Too many students per class--individual attention minimum.

23. To tell you the truth, I really wanted to take shorthand. But because I didn't have this one class, I couldn't take it. And it isn't fair. You may have not liked (sic) a class you were supposed to take to get into this class. I feel if a person really wants to take any class they want, they should have every right. Now shorthand may not have a thing to do with what I am doing now, but I think if I took shorthand I may not be doing what I am doing now. Cause I can type. The way some of those classes are set up are (sic) wrong. Because they can short you out, when you want to find a job. (Editors note: This girl presently works as a baby-sitter).

24. Shop

25. Introduction to Business besides a bookkeeping class.

Females-Class of 1974 (continued)

26. Since I am a Sociology major, I feel this is an area that needs expanding at NPHS. If I remember correctly, I had only one Sociology related course. It's an area that needs to be understood by the student. It will help him to better understand people and why things are the way they are.

27. Personal bookkeeping should be a course required for all students. In my job I note the inadequacy of people to properly keep their records of financial matters. This could greatly solve many problems arising in the future--another thing that would have helped me as well as others would be a course on insurance and medical plans. (Editors note: This girl is presently employed as a bank teller.)

28. I took a typing course at NPHS and thought it was very good. I really enjoyed it.

29. The program I went to was really educational and interesting.

30. I would like to have taken a class in money management, how to keep a budget, write checks, pay bills, now to get loans, start a checking or savings account, etc.. These may seem like simple "common sense" sort of things but, even though I got good grades in high school, they took me by surprise. If there was a course like this while I was in high school, I didn't ever hear of it.

31. It was satisfactory to me, I enjoyed high school immensely. I wish I could do it again.

32. I would like to be in one of the programs but don't know much about them. I would have liked to have gone further into typing.

33. Automotive, distributive education, flat pattern work in home economics.

34. Clerical math, office machines.

35. I am a secretary now and I feel these programs were very helpful. Some kind of appraisal course that would teach the average person about legal descriptions, taxes and just general everyday knowledge. I've found that most of the things I learned in high school I will never use again or very seldom. You find a job in your own interests such as accounting, law, nursing or whatever and who the prime minister of Germany is seems unimportant.

36. General recordkeeping, more specified science courses, girls auto upkeep.

37. I didn't know anything about vocational programs, only those FHA Clubs -- (personal remark directed toward teacher deleted.)

38. More home economics -- a little more secretarial.

39. I would suggest a more well rounded course of study for all students. Not only college prep or vocational but a more balanced high school education. I now realize that in high school I didn't really know what field I would go into, which I think is true for most students at this level and shouldn't be expected of them. I think it's time for our educational system to get back to basics.

40. I had planned to enter the nursing field, but changed my mind during college. My present job was by coincidence. -- I wish I would have taken: bookkeeping, accounting, shorthand, etc.

Males-Class of 1974

1. Building trade--cement, block laying--Introduction to physical education--for teaching or other P.E. related.

2. Some type of introductory data processing course, mainly dealing with computers.

3. Business administration, DECA, typing.

4. They are real good.--More on industrial and commercial power and control course.

5. I think that in today's society, more emphasis should be placed on vocational studies. With the decline in the number of people going on to college, vocational studies play a greater role.

6. Enjoyed woodworking very much, with teacher, Harlin Mekellburg.--auto mechanics automotive painting.

7. Fairly good, better than most other schools, but room for improvement--drawing tech. 3-4, Diesel Machines, calculus.

8. More business courses are needed--business law for example.

9. In regards to my present job, it isn't what I had planned after school although I am satisfied with it. I hope to return to school and finish my education after I get married this coming summer. I completed two years of college here. I consider my education very adequate. It is in no way the fault of the school system, teachers, or counselors, that I ended up doing something different than I had planned.

10. For the average person, vocational courses will be the most used in everyday use--more woodworking courses.

11. More specialized science, biology courses.

12. In school I wish I would have taken auto mechanics just to help me at home. School was fun and really taught me alot at least I feel.

13. Auto body class

14. 2 year electronics program (instead of trying to put all that information into just one year.)

15. More on studies of bookkeeping and classes on odd jobs you do around the house. English classes should be how to write properly and not just read books.

16. Auto mechanics, adult living.

17. Although I cannot comment on the vocational curriculum, the college preparatory program needs some improvements. (Remainder deleted because of length.) (Editors note: the remainder of these comments would be of interest to teachers in the English and social studies department.)

Males-Class of 1974 (continued)

18. 1. many business management courses--2. public relations classes--3. speech 4. mechanics

19. zoology, philosophy

20. I think there should be more courses to prepare some one for skilled work such as plumbing, electrical, and building construction.

21. Need to place more emphasis on writing skills--marketing/advertising--economics.

22. I thought they were very good programs and well taught.

23. This questionnaire seems for vocational training rather than college. Therefore it is hard to say what is needed for vocational training at NPHS (name deleted)

24. Give your classes more work and less paper work.

25. I took auto mechanics and welding and thought both were fine, helpful courses. --I would have liked to have taken another shop class, such as woodworking or electricity in addition to auto mechanics and welding. I thought NPHS had a fine program for education in these fields, and I enjoyed attending there.

26. Advanced bookkeeping and accounting courses.

27. I believe the general shop classes are good but it would be better to have a follow-up class such as auto mechanics--primary and advanced. I believe that some courses in aviation would have headed me in the direction I am now going. Because of the expense of getting started in aviation, while in high school, many students that I know at home and other candidates here feel the same as myself. If aviation classes were introduced into the high school program many persons who would normally not think of coming into the aviation business would see it as a rewarding future. Not so much as being a pilot but in the fields of radio repair and instrument repair or air traffic control which pays very well without the need of prolonged education and expense. (name deleted) (Editors note: written by a person now in flight training in the armed services.)

28. None except maybe Junior AFROTC.

29. It did a lot for me in the job I got.

30. Auto mechanics was good as a program to learn the basic skills, but further experience would be needed to be good at this job. I would have liked to be involved in the DECA program or at least taken some bookkeeping. So far, I have found I have needed neither of these. But, I am thinking of starting my own small business as a sideline to my present job. If I do, I will have to learn these skills from somebody else.

31. I regret not being able to fully cooperate in your survey since my full-time job experience in the summer have been menial occupations in order to gain enough money... (portions before and after this remark deleted because of identification of the writer. The sentence continues to say that he needs the money to continue his education.)

Females-Class of 1970

1. Music theory

2. Teacher training--going to classroom of teachers throughout the system and helping them a couple hours a week. I think this is currently being done and I believe it to be an excellent experience. I didn't get out into the classrooms to see what it was like until I student taught as a speech pathologist. The sooner a person gets there (to the classroom) the better!!!

3. Business administration oriented--business management--finance.

4. Physiology, zoology, microbiology, sociology.

5. Grand Island offers a class which allows high school students to be aides in the elementary (junior and senior high) schools. They help the teachers and/or work with students who need extra help. This lets the high school student investigate a possible career in teaching and I feel would help the student who is considering a teaching career be exposed to the classroom and other aspects of teaching. (Editors note: This person is currently a teacher in Grand Island.)

6. I feel I could have been better prepared for my chosen field of work had more science classes--genetics, chemistrys, etc.--more medically oriented science courses such as genetics, advanced chemistry, microbiology, for example. (Editors note: This person has worked for several years in medically related occupations.)

7. I don't know much about these programs, but I feel they need to be made as important as the college oriented. I feel college was pushed too much. I think courses having to do with life are important as Economics, but when I took it, it was anything but interesting. Adult living was offered for girls but refused for boys. Girls and boys need to learn about adult living together. A film on child birth wasn't shown to us. After having two kids, anyone who wants to see it should before going through it, being prepared makes it easier.

8. The curriculum was very satisfactory.

9. Took distributive education--enjoyed it and learned from it.--money management or finance course--automotive course--course in creative aggression--speech and public speaking.

10. I'm afraid this questionnaire doesn't apply to my situation as I had to have a college degree for my job. I did take a typing class in high school that led to being a secretary... (deleted because individual may be identified.)

11, Courses related to marriage and child care could benefit many.

12. I believe any course that would give a student an idea of the different jobs available to him in this part of the country. I wish that I had received more information as far as loans and federal aids to get into college. Or more information on scholarships. We never know what was offered until our Senior year. Usually it was too late to qualify. I really feel that some actual experiences at business establishments would help. Something like the DECA program, but in more professional areas.

Females-Class of 1970 (continued)

13. (Special education courses) any type of education courses to prepare one for entering that field of education in college.

14. Home Economics: I am sure it wasn't lack of effort on the teacher's parts but really, four girls in a kitchen all at once is nothing like real life.--Home management (more intensive training in home economics class) like for instance: don't do housework and laundry at night because it can wear down a young mother's strength.--Baby care: I enjoyed a week of classes on being a good babysitter when in junior high. Every young lady eventually has a baby; what to do when a baby gets diarrea to keep him/her from having to go into a hospital--fortunately push fluids--Teething pain!! forget rubber, a spoon handle works wonders, etc.

15. When I graduated, special studies were not available and I feel the schools are doing a better job now.--Women's auto mechanics--marriage preparation, simple house repairs.

16. Could use a wider variety and utilize the teachers at voc-tech so the school wouldn't have to hire additional teachers. (Editors note: a long"letter" follows and has been deleted except for one sentence which follows.) "I think I wouldn't have been as critical as I was of teachers if I had taken time to think why they made us do as many lessons and take as many tests as we did, and that they had problems just like me."

17. Some teachers were out-dated on programs and methods of teaching.--Safety and first aid--can't think of any courses other than outside sports courses which Nebraska can't offer because of geographical conditions and time elements.

18. If girls want to take Auto Mechanics, I think they should be given every opportunity instead of restricting the classes to boys when I was there. Auto mechanics--electronics.

19. More recreation classes.

20. Working with office machines and equipment--I don't recall them giving a course in office equipment when I was there. I specifically enjoyed having an accounting course available. This helped more than any.

21. I didn't feel the vocational programs were near as strong as they should be and were pushed into the background.--I did not feel there was enough time or importance put on the vocational programs. I did manage to incorporate my secretrial classes into my schedule. I would have liked to have had time for home economics classes, which I might add, I majored in while at college. I believe mini-courses could have provided at least a partial answer--perhaps to alternate with P.E. which was a requirement. I would also have enjoyed an auto mechanics class to better be able to be more independent in such areas.

Females-class of 1970 (continued)

22. The courses offered at NPHS when I was in school prepared me very well for business school and my jobs. I really can't think of any courses. Except maybe a business spelling and English course. And possibly a grooming course, because you don't wear blue jeans to work. So many young girls come into our bank now for job interviews dressed in blue jeans, which just doesn't go! They may be well qualified but their dress just doesn't help. But I was very satisfied with the program offered to me while I was at NPHS.

23. I went to the school of Commerce at North Platte, bookkeeping--more of an adult education course.

24. Courses were excellent when offered at my time.--None pertaining to office work, but would like to see some course pertaining to law, ex: kids rights; knowing how to act or what to do, ex: drugs, speeding, drinking, breaking and entering, and so forth.

25. After my children are in school all day, I'll finish my college secretarial degree and get a full time job. (personal remark deleted.)--Home economics (child care)--typing (personal remark deleted.)

26. I didn't take any typing till my junior year; senior year, took 2nd year typing and office machines. Since I was on a combined college-vocational program, I did not take shorthand or accounting. Having earned a AA degree at the Community college gave me the advanced skills needed to compete successfully for a more demanding secretarial job rather than just a typist position.

27. For the time, the courses offered were very good ones and a large variety. I feel that restrictions shouldn't be put on some students from taking subjects they really want to take because they receive a low grade in another subject. I have found since I graduated that people are more willing to do things if they really want to and aren't forced to do them. I think certain requirements are necessary but others are not. I feel if school was on a more casual level for the teachers and students, the whole teachers and students would be more at ease and get into the subject better.

28. Well trained in shorthand and typing.

29. The basic class schedule was satisfying at the time and other than typing where you must "put-out" completed material, no other classes had prepared me for college. Unfortunately, it was not one-sided, the student has to take over even when the teacher didn't. I felt that too many teachers were too interested in popularity and social acceptance in the majority of my classes. Others really didn't care and it was easy to get through with B's and C's. If the teachers accept poor quality as average, then the student feels very little need to push himself. College is the eye-opener and unfortunately three times as difficult than should have been. Make the teacher feel the importance of preparing students fully in his one subject and you will have better quality students.

Females-class of 1970-(continued)

30. Introduction to career opportunities--career mini-courses to acquaint young people with job fields even in their own community. Kearney High School has a type of program where students can familiarize themselves with possible job careers via area professionals, technical personnel and businessmen.--Type of consumer economics--practical knowledge, for instance balancing a checkbook, etc.

31. I think distributive education is very good so you can get on the job training.

Males-Class of 1970

1. Shop-wood and metal--electrical

2. Tho courses I took as a senior helped with my job then, but don't pertain to my present job.--Welding and auto mechanics.

3. Trigonometry, Chemistry, Metallurgy.

4. Needed more at that time, I tried to get into shop classes--there wasn't enough room.--Auto Mechanics, Woodworking, metal shop.

5. More math classes.

6. I am uncertain as to your meaning of "vocational programs" as related to the high school level.--When I attended NPHS, the available curriculum seemed to be of a general nature, not applying to specific needs. Much of my math courses provided help in my present employment as an accountant although in a related manner. If a course geared more towards this profession had been available it would have been helpful. I don't know if such actions at this early of a person's education is helpful or confusing.

7. Creative writing, business administration, sociology, psychology. (lengthy "letter" deleted.) (Ed. note: This person tells how he moved from N.P. to another midwestern state as Soph. and found he was more than prepared.)

8. Since my profession is most related to mathematics, I was pleased that NPHS had a good selection of courses in this area. As with most anything, quality is more important than quantity when it comes to courses. In answer to your question--no, I don't feel qualified to comment on vocationally oriented courses of study. (Editor's note: This person is now an engineer.)

9. Economics and business law.

10. Metals and woodworking.

11. Some were good--some I remember almost nothing about.

12. Career opportunties class--accounting.

13. The most helpful course I had in high school was debate. (portion deleted)...the course has been absolutely invaluable to me throughout college and law school.

14. Courses were mostly academically or vocationally oriented, with a paucity of experiences or opportunities to look at socioemotional development. Courses specific to child development or parenting would have practical utility, while similar psychology courses could also prepare an individual for college curriculum. I understand the latter has been implemented to a degree in recent years and I would hope the former would also be.

Males-Class of 1970 (continued)

15. More science courses with labs.

16. ROTC

17. I think the educational program was excellent and was very helpful in day to day life.--A course in personal money management.

18. Plumbing, painting, carpentry work, laying carpet, finishing work on houses and buildings, brick laying and laying cement.--If I had knowledge of such things today, it would save me a lot of time, trouble, and money. I someday want to build my own home and I wished I had learned these things early in life. I don't have time now because of my job. The subjects in school now have not prepared me to take my place in society. I had to learn it on my own.

19. The courses at the school, overall were very helpful.

20. Business management--stock control and accounting.

21. I found out that I needed more counseling in all fields. (Negative remark which might identify a specific teacher deleted.) A course that would teach the aspects of finding a job--a career education course. If you don't know what kinds of jobs there are, how is one supposed to know what he or she wants to do when they graduate. A class that explains loans, etc... All business we do with a bank.

22. I will be forever grateful that I was able to take mathematics from Miss Morton.--It has nothing to do with my current job, but I wish I would have taken auto mechanics.

GRADUATE FOLLOW-UP--MISCELANEOUS ANSWERS

A few of the questions in the graduate follow-up questionnaire contained "other" as a possible response and left a space to write in a specification. This option was not used extensively. The comments in these spaces are summarized below. Some non-relevant remarks have been eliminated:

Females--1976: The following were listed as reasons for not being presently employed: moved, injury, married, and employers lack of funds (one response each.) The following were listed as ways in which the first full-time job was found: found job through other relative, called by employer, and through a CETA supervisor (one response each.)

Males--1976: In response to the question on the area studied in high school (question 2 in the occupational follow-up) one student responded "electronics."

Females--1974: In response to the question about the type of schooling (question 3 in the occupational follow-up) and the program of vocational study (question 2 in the general follow-up) one person responded "dental assisting". One person listed "piece work" as the pay scale on her first job. The following were listed as ways in which the first full-time job was found: through company of job held in school, through school on the job training.

Males--1974: One person said he was unemployed because he was "getting ready for college".

Females--1970: One person went to beauty school after graduation: one person went to airline training school. Four persons responded to the question at the top of page 3 (about your present full-time job) by saying "mother" or giving a similiar response.

Males--1970: One person listed being layed off as reason he was not presently employed.

JOBS HELD BY GRADUATES

The last question in the questionnaire asked the graduates to list all full time jobs held since high school. (If more than six were held, the first three and last three were to be listed.) For each job, the graduate was asked to list the job title and the approximate number of months on the job. The original intent was to be able to determine not only the differnet types of jobs, but also the average tenure on these jobs. This intent had to be changed when several students did not list the number of months on the job. In addition, some listed the name of the employer where they had worked rather than the job title. As a result, only the job title portion of this question was actually analyzed.

The results of the tabulation of the job listing appear on the next several pages. The occupation list used in the student interest survey was used as a base for tabulation. The resulting tables list the number of graduates who have held that job at one time or another. Tenure on the job is not considered; a job listed as being held for a week was counted the same as a job held for several years. If a person held the same job for different employers or at different times, this is counted only once.

JOBS HELD BY GRADUATES

Occupational areas	Class of 1976 Males	Class of 1976 Females	Class of 1974 Males	Class of 1974 Females	Class of 1970 Males	Class of 1970 Females
Agriculture						
Farmer or rancher	1					
Farm Worker			1			
Veterinary assistant	1					
Construction Occupations						
Carpenter	3		1		5	
Carpenter-apprentice			1			
Carpenter's helper	1		1		1	
Steel Construction					1	
Iron Worker			1			
Masonry: concrete, brick tile, stonemason	1		1		1	
Masonry-apprentice			1			
Electrician			1		1	
Electrician-apprentice			1			
Painter, decorator			1		1	
Highway construction or highway maintenance			2			
Construction-not specified	2		6			
Mechanics, Repairmen, and technical personnel						
Mechinic type-not specified	1		4		1	
Diesel mechinic or apprentice			1			
Engineer					2	
Repairman			1			
Machine shop worker, machinist					1	

JOBS HELD BY GRADUATES
BY CLASS AND GENDER

Occupational Areas	Class of 1976 Males	Class of 1976 Females	Class of 1974 Males	Class of 1974 Females	Class of 1970 Males	Class of 1970 Females
Machine helper or operator			1		1	
Welder	1		1			1
Engineers aide			1			
Parts man			2			
Assembly line worker						2
Graphics and Communications occupations						
Commercial photographer, apprentice photographer photo lab worker			1		1	
Engraver						1
Business and office Occupations						
Secretary		4		9		7
Typist				1		
Accountant					2	
Bookkeeper	1	2		1		4
Bank clerk, cashier, or teller				3		1
Shipping and receiving clerk	1		1		1	1
Data processing; machine operator			1			
Data processing-other			1			
Accounting clerk, key punch operator				2		
Telephone operator, switch board operator		1		1		2
Stock clerk, stocker, stock person	3			1	4	

JOBS HELD BY GRADUATES
BY CLASS AND GENDER

Occupational Areas	Class of 1976 Males	Class of 1976 Females	Class of 1974 Males	Class of 1974 Females	Class of 1970 Males	Class of 1970 Females
General office clerk		2		2		5
File clerk						1
Owner/manager of retail store, supervisor, asst manager, dept. manager	1	1		2	4	2
Sales Occupations						
Salesperson in retail store, clerk, sales clerk	2	12	5	11	1	7
Salesperson, wholesale					1	
Advertising			1			
Sales-not specified	1	1	2		2	1
Sales manager					1	
Health occupations						
Nurses' aide		3		5		3
Medical laboratory assistant, lab technician						2
Dental aide, dental assistant				4		1
Medical technologist						1
Service Occupations						
Driver Deliveryman, Routeman	1		3		2	
Hairstyler, dresser		1		1		
Janitor, custodial work, maintenance person	1			1	1	
Policeman, fireman, protective work	1		1		1	
Postal worker			1			
Household worker, housekeeper		1		1		
Nursemaid, babysitter		1	211	1		

JOBS HELD BY GRADUATES
BY CLASS AND GENDER

Occupational Areas	Class of 1976 Males	Class of 1976 Females	Class of 1974 Males	Class of 1974 Females	Class of 1970 Males	Class of 1970 Females
Hotel maid, maid		5		7		
Commercial cook or baker	3		2	3		
Diswasher, kitchen helper, garbage helper	2	1				2
Waiter, waitress, food attendent, counter person		14		5		5
Bus Person		3		1		1
Cashier				5		
Military service	1		5		4	
Service station worker, gas attendent	2	1	2	1	2	
Car wash worker	2		1			
Teacher					1	9
Speech Pathologist						2
Taxi or bus driver			1			
Truck Driver			1		1	
fireman, oilman, etc. Railroad Trainman, brakeman, switchman	3		8		7	
Railroad worker-other or not specified			2			
Other Occupations Homemaker				1		
Professional musician (singer)				1		
Laborer-not specified		1	3	1	2	
Foreman-not specified			2			

Not all of the occupations given in response to the last question in the questionnaire were catagorized and placed in the table. In cases where the occupation was quite specific, or was vaguely stated, the occupation was considered to be an "other" in relationship to the original list obtained from the student interest survey questionnaire. These occupations are listed below. Unless indicated, only one person in the group being considered stated that he/she had at one time engaged in that occupation.

Males-1976: School guard, surveryers helper, auto repair, orderly, yardman in lumber yard, cattle feeder, curer, trapmaster, glazier, assistant to college department chairman, golf course management assistant, porter.

Females-1976: Puttyer, information worker in store, tour guide, Salvation Army Corps helper, helper (not specified), machinery operator, life guard, dining room assistant, dance instructor, lab assistant, receptionist, restaurant worker.

Males-1974: Lumber yard worker, manager trainee, carman, errand person, instrument and control technician.

Females-1974: Dispatcher, production worker, writer, legal clerk, houseparent, motel desk clerk, receptionist, house painter, cafeteria worker, admissions clerk, chiropractic assistant, porter, housemover, desk clerk, roof operator, life guard.

Males-1970: Actuarial student, drywaller, tree trimer, utility man, bartender, night editor, roofer, production worker, buyer, helper, health scientist, bellman.

Females-1970: Medical records, hostess, assembler, respiratory therapy technician, records supervisor, medical assistant, laundry worker, proof operator, payroll supervisor, service representative, factory worker, business office supervisor, psychiatric aide, first aid attendent, traffic operator, recreation leader.

PART FOUR

POPULATION ANALYSIS

The population analysis was an attempt to determine the characteristics of the people who live in North Platte. While the North Platte Public School District does serve individuals outside of the city limits, availability of statistical information from sources such as the U.S. Census limited parts of the analysis to the city of North Platte. The population analysis gave an idea of the general nature of the North Platte population in general, and also gave more specific information on the school age and pre-school age population.

GENERAL POPULATION ANALYSIS

The purpose of the general population analysis was to collect a variety of information about the populace of the city of North Platte. The material which follows was gathered from the 1960 and 1970 U.S. Census of Population. The Census reports provided a large volume of information, so only selected statistics have been included. In some cases comparable information was not gathered during both censuses. For example, in the 1970 census, separate information was gathered on persons of Spanish language. This information has been presented in a separate table. The 1970 census also contained information about individuals and families incomes in relation to the concept of poverty level; this was not done for the 1960 census. An explanation of the tables applicable to both the table on characterisitcs of the general population and characteristics of persons of Spanish language follows:

Column 1 (Population Characteristic): This column describes the characteristic of the given population being described. In some cases, these are various levels of subdivision as indicated by indentation. In each case, an indented heading is a subdivision of the less indented heading above it. Underlining in headings and subheadings pertains to clarification of the calculation of percentages. (See explanation for column 2.)

Column 2 (1970 census): The data presented in this column represents the information as given in the 1970 census. Source: 1970 Census of population. Volume 1, Characteristics of the Population, part 29, Nebraska. U.S. Department of Commerce, Bureau of the Census. This column is divided into two sub-columns, number and percent.

Number subcolumn: This subcolumn gives the number or value given where applicable. In most cases, this represents a certain number of people. Other use of this column can be implied from the population characteristic being considered.

Percent subcolumn: Where the idea of percentage is applicable to the population characteristic, some percentage has been calculated. In many cases, the percentage represents the relationship of the number of persons with a characteristic to some subgroup. The following rules should eliminate ambiguity in interpretation of the percentage figures:

1. Percentages given for subdivisions always show the portion given the given group is of the subdivision or division of which that group is a part.
2. If a portion of the heading for a division or subdivision is underlined, percentages are calculated using the goup underlined as 100%.
3. Ambiguities between rules 1 and 2 can usually be settled by inspection of the data.
4. Percentages for the table on characteristics of persons of Spanish language apply to that table only.
5. In the case of data for the characteristic "School enrollment by age," the percentage represents the portion of individuals in that age group which were considered to be enrolled.

Column 3 (1960 census): The column contains analogous information to column 2 for the 1970 census. The subcolumn division and related explanations are the same. Information for persons of Spanish language for 1960 was not located. Source: U.S. Census of the Population: 1960, Vol. I -- Characteristics of the Population, part 29, Nebraska. U.S. Department of Commerce, Bureau of the Census.

Column 4 (Trend): In some cases, the trend from 1960-1970 has been given. This may take the form of a numerical calculation of the trend or of a simple statement. In cases where no comment is given, either no trend was evident, information was insufficient to determine a trend, the observed trend was closely tied to the total population trend and similar to it, or more than one interpretation of the trend was possible.

Interpretation of the information from the U.S. Census may require reference to the original source. Various sampling techniques are used by the Bureau of the Census and may need to be considered in interpretation of the data. In some cases, the reader may wish to compare North Platte data with that of other cities in Nebraska. This can be done by reference to the original data. Additional information about North Platte, Lincoln County, and other cities and counties that would enlarge on both the scope and depth of that given here can also be located.

GENERAL POPULATION CHARACTERISTICS

Population Characteristic	1970 Census Number	1970 Census Percent	1960 Number	1960 Percent	Trend
Total Population	19447	100.0	17184	100.00	+2261 year
Percent Change since last census	-----	13.2	-----	11.3	-----
Persons under 18 years	6865	35.3	6378	37.1	
Persons 18-64	10307	53.0	8987	52.3	-----
Persons 65 years and older	2275	11.7	1819	10.6	-----
Persons-Negro and other races	233	1.2	151	0.9	54% increase
Persons 14 years and over-married:					
Male	4672	70.4	4226	75.1	decrease in %
Female	4748	63.0	4277	67.7	" "
Persons 18 years old and older:					
Male	5813	46.2	5077	47.4	
Female	6769	53.8	5629	52.6	
Households	6522	-----	5579	-----	
Percent change in number of households 1960-1970	-----	17.8	------	-----	
Persons per household	2.95	-----	3.8	-----	
Population in group quarters	213	1.1	-----	-----	
Breakdown by age	19447	100.00	17184	100.00	
Under 5 years	1,730	8.9	1843	10.7	decrease in No.
5 to 9 years	1921	9.9	1893	11.0	
10 to 14 years	2039	10.5	1754	10.2	
15 to 19 years	1798	9.2	1216	7.1	
20 to 24 years	1257	6.5	791	4.6	
25 to 29 years	1139	5.9	877	5.1	

GENERAL POPULATION CHARACTERISTICS

Population Characteristic	1970 Census Number	1970 Census Percent	1960 Census Number	1960 Census Percent	Trend
Breakdown by age (continued)					
30 to 34 years	1063	5.5	1147	6.7	
35 to 39 years	1000	5.1	1137	6.6	
40 to 44 years	1169	6.0	1058	6.2	
45 to 49 years	1047	5.4	1080	6.3	
50 to 54 years	1032	5.3	1005	5.8	
55 to 59 years	994	5.1	850	4.9	
60 to 64 years	978	5.0	714	4.2	
65 to 69 years	724	3.7	673	3.9	
70 to 74 years	620	3.2	508	3.0	
75 to 79 years	447	2.3	354	2.1	
80 to 84 years	295	1.5	182	1.1	
85 years and over	194	1.0	102	0.6	
Median Age	29.3	-----	31.0	-----	1.7 decrease
Number of Families	5022	(100.0	4514	(100.0)	
Number of Families with own Children under 18 years	2749	54.7	2618	58.0	decrease in %
Number of families with own Children under 6 years	1323	26.3	1392	30.8	decrease in No.
Number of husband-wife families (with or without children)	4507	89.7	3162	70.0	increase
Total Families with female head	434	8.6			

GENERAL POPULATION CHARACTERISTICS

Population Characterisitc	1970 Census Number	1970 Census Percent	1960 Census Number	1960 Census Percent	Trend
Marital Status data					
Total males 14 or over	6636	34.1	5628	32.8	
Single	1557	23.8	1048	18.6	Increase in %
Married	4672	70.4	4226	75.1	Decrease in %
Separated	58	1.2	39	0.9	
Widowed	196	3.0	2.9	3.9	
Divorced	191	2.9	125	2.4	
Total females 14 or over	7542	38.8	6321	36.8	
Single	1396	18.5	1024	16.2	Increase in %
Married	4748	63.0	4277	67.7	Decrease in %
Separated	98	2.1	71	1.7	
Widowed	1106	14.7	819	13.0	
Divorced	292	3.9	201	3.2	
Relationship to head of household persons under 18 years					
Head or wife of head	34	.5	---	---	
Own child of head	6510	94.8	---	---	
in husband-wife hh	5878	90.3	5623	88.9	
in hh with female head	555	8.5	---	---	
Other relative of head	237	3.5	---	---	
Other	82	1.2	---	---	
Racial composition					
White	19223	98.8	17033	99.1	
Negro	75	0.4	79	0.5	
Other	149	0.8	72	0.4	

GENERAL POPULATION CHARACTERISTICS

Population Characteristic	1970 Census Number	1970 Census Percent	1960 Census Number	1960 Census Percent	Trend
Foreign born	271	1.4	367	2.1	decrease
Natives of foreign or mixed parentage	1803	9.3	2123	12.4	
Foreign born-with mother tongue other than English	212	78.2	----	----	
Native population--residing in state of birth	14120	73.6	12250	71.3	
Persons 5 years and older--migrant	3899	22.0	----	----	
Children in elementary school Who are in private school	461	15.3	304	10.2	
Persons 14 to 17 years in school	1400	87.8	1037	90.7	
Median school years completed persons 25 years old and older	12.3	-----	12.1	---	
Have completed 4 years of high school or more--persons 25 years old or older	9391	61.9	5150	53.4	
Persons under 18 years--living with both parents	5897	85.9	5623	88.9	
Women 35-44 years-cumulative fertility rate--children ever born per 1000 women	3150	----	2853	---	Increase

GENERAL POPULATION CHARACTERISITCS

Population Characteristic	1970 Census Number	1970 Census Percent	1960 Census Number	1960 Census Percent	Trend
Nonworker/worker ratio	1.40	---	---	---	
Females-16 years and older in labor force	3018	42.1	---	---	
Married women, husband present	4533	(100.0)	---	---	
in labor force	1745	38.5	1134	---	
with children under 6	346	1[illegible].8	218	---	
Males 18 to 24 years old--in labor force	699	81.9	418	81.2	
Males-65 years and older-in labor force	303	31.7	302	36.0	Stable in #
Civilian labor force-unemployed	227	2.9	324	4.9	
Employment in:					
Manufacturing	---	5.0	---	---	
White collar occupations	---	49.0	---	---	
Government Workers	---	14.7	---	---	
Persons who worked in previous year worked 50 to 52 weeks	5709	62.7	4564	63.4	Stable in %
Median income (dollars) families	8589	---	5905	---	
Families-income:					
Less than poverty level	336	6.7	---	---	
$15,000 or more	620	12.4	94	2.1	Increase

GENERAL POPULATION CHARACTERISITCS

Population Characteristic	1970 Census Number	1970 Census Percent	1960 Census Number	1960 Census Percent	Trend
Total foreign stock (foreign born or native of foreign or mixed parentage	2303	11.8	2490	14.5	
Breakdown of foreign stock:					
United Kingdom	149	6.5	245	9.8	
Ireland	62	2.7	119	4.8	
Norway	---	---	56	2.2	
Sweden	251	10.9	320	12.9	
Denmark	---	---	174	7.0	
Germany	488	21.2	631	25.3	
Netherlands	---	---	4	0.2	
France	---	---	24	1.0	
Switzerland	---	---	23	0.9	
Greece	---	---	48	1.9	
Italy	43	1.9	24	1.0	
Austria	12	.5	20	0.8	
Poland	27	1.2	48	1.9	
Czechoslovakia	56	2.4	41	1.6	
Lithuania	---	---	8	0.3	
Hungary	---	---	8	0.3	
USSR	74	3.2	50	2.0	
Yugoslavia	---	---	16	0.6	
Rumania	---	---	8	0.3	

GENERAL POPULATION CHARACHERISTICS

Population Characteristic	1970 Census Number	1970 Census Percent	1960 Census Number	1960 Census Percent	Trend
Breakdown of foreign stock: (continued)					
Canada	149	6.5	176	7.1	
Mexico	264	11.5	338	13.6	
Other America	8	0.3	17	0.7	
All other and not reported	483	21.0	92	3.7	
Persons of Spanish language	984	---	---	---	
Persons of Spanish origin or descent	371	---	---	---	
Persons of Puerto Rican birth or parentage	6	---	---	---	
State of Birth:					
Born in Nebraska	14120	72.6	12250	71.3	stable in %
Born in different state	4555	23.4	4470	26.0	
Born abroad or at sea	56	0.3	28	0.2	
Not reported	477	2.5	69	0.4	

GENERAL POPULATION CHARACTERISTICS

Population Characteristic	1970 Census Number	1970 Census Percent	1960 Census Number	1960 Census Percent	Trend
School Enrollment:					
Total enrolled, 3 to 34 years old	5191	(100.0)	4478 (ages 5-34)	(100.0)	15.9% inc.
Nursery School	20	0.4	---	---	
Kindergarten	382	7.4	385	8.6	
Elementary (1-8)	3012	58.0	2993	66.8	
High School	1459	28.1	1054	23.5	
College	318	6.1	46	1.0	Inc. in %
School enrollment by age (see text)					
3 and 4 years old	92	12.9	---	---	
5 and 6 years old	537	73.3	629	77.9	Dec. in %
7 to 13 years old	2632	93.8	2570	99.4	Dec. in %
14 and 15 years old	695	87.3	489	98.4	Dec. in %
16 and 17 years old	705	88.3	548	92.4	Dec. in %
18 and 19 years old	368	58.8	123	38.7	
20 and 21 years old	68	12.2	21	6.4	
22 to 24 years old	44	6.2	20	3.5	
25 to 34 years old	57	2.6	78	3.8	
Years of school completed, males 25 years old & older	4952	(100.0)	(4586)	(100.0)	
None	52	1.0	35	0.8	
1 to 4 years	81	1.6	153	3.3	
5 to 7 years	344	6.9	339	7.4	
8 years	649	13.1	911	19.9	
1 to 3 years high school	799	16.1	868	18.9	
4 years high school	1997	40.3	1500	32.7	increa
1 to 3 years college	543	11.0	392	8.5	
4 or more years college	493	9.9	388	8.5	

GENERAL POPULATION CHARACTERISTICS

Population Characteristic	1970 Census Number	1970 Census Percent	1960 Census Number	1960 Census Percent	Trend
Years of school completed, males 25 years old and older, (cont.)					
Median school years completed	12.3	---	12.0	---	
High school graduates	3034	61.2	---	---	
Years of school completed, females 25 years old and older:	5738	100.0	5059	100.0	
No school years	29	0.5	33	0.7	
1 to 4 years	32	0.6	117	2.3	
5 to 7 years	295	5.1	158	3.1	
8 years	721	12.6	892	17.6	
1 to 3 years high school	1069	18.6	989	19.5	
4 years high school	2481	43.2	2023	40.0	
1 to 3 years college	713	12.4	554	11.0	
4 or more years college	398	6.9	293	5.8	
Median school years completed	12.3	---	12.2	---	
High school graduates	3592	62.6	---	---	
Males, 16 years and older:					
In labor force	4922	79.5	---	---	
employed	4796	97.4	---	---	
unemployed	121	2.5	---	---	
Not in labor force	1273	20.5	---	---	
Females, 16 years and older:	7172	100.0	---	---	
In labor force	3018	42.1	---	---	
employed	2912	96.5	---	---	
unemployed	106	3.5	---	---	
Not in labor force	4154	57.9	---	---	

GENERAL POPULATION CHARACTERISITCS

Population Characteristic	1970 Census Number	1970 Census Percent	1960 Census Number	1960 Census Percent	Trend
Occupations of persons 16 years of age and older (percentages are of persons employed):	7708 employed	100.0	6255	100.0	
Professional, technical, and kindred workersq	853	11.1	673	10.8	
Managers and administrators except farm	894	11.6	844	13.5	
Sales workers	730	9.5	687	11.0	
Clerical and kindred workers	1298	16.8	961	15.4	
Craftsmen, foremen, and kindred workers	1273	16.5	991	15.8	
Operatives, except transport	480	6.2	638	10.2	
Transport equipment operatives	497	6.4	239	3.8	
Laborers, except farm	328	4.3	282	4.5	
Farmers and farm managers	36	0.5	54	0.9	
Farm laborers and farm foremen	36	0.5	55	0.9	
Service workers, except private household	1115	14.5	583	9.3	
Private household workers	109	1.4	120	1.9	
not reported	-	-	128	2.0	
Employment of persons by industry - 16 years old and older (percentages are of persons employed)	7708	100.0	6255	100.0	
Agriculture, forestry, and fisheries	92	1.2	129	2.1	
Mining	10	0.1	9	0.1	
Construction	504	6.5	311	5.0	
Manufacturing	389	5.2	531	8.5	

GENERAL POPULATION CHARACTERISTICS

Population Characteristic	1970 Census Number	1970 Census Percent	1960 Census Number	1960 Census Percent	Trend
Employment of persons by industry (continued)					
Railroads and railway express service	1162	15.1	1206	19.3	
Trucking service and warehousing	117	1.5	119	1.9	
Other transportation	32	0.4	44	0.7	
Communications	195	2.5	154	2.5	
Utilities and sanitary services	132	1.7	69	1.1	
Wholesale trade	253	3.3	310	5.0	
Food, bakery, and dairy stores	262	3.4	159	2.5	
Eating and drinking places	391	5.1	222	3.5	
General merchandise retailing	249	3.2	--	--	
Motor vehicle retailing and service stations	287	3.7	--	--	
Other retail trade	691	9.0	944	15.1	
Banking and credit agencies	103	1.3	--	--	
Insurance, real estate, and other finance	262	3.4	263	4.2	
Business and repair services	204	2.6	160	2.6	
Private households	171	2.2	142	2.3	
Other personal services	454	5.9	352	5.6	
Entertainment and recreation services	50	0.6	35	0.6	

GENERAL POPULATION CHARACTERISITCS

Population Characterisitc	1970 Census Number	1970 Census Percent	1960 Census Number	1960 Census Percent	Trend
Employment of persons by industry persons 16 or more years old (continued)					
Hospitals	275	3.6	143	2.3	
Health services, other than hospitals	210	2.7	--	--	
School, government	391	5.1	222	3.5	
Schools, private	92	1.2	46	0.7	
Other education and kindred services	30	0.4	--	--	
Welfare, religious, and non-profit membership organizations	101	1.3	81	1.3	
Legal, engineering, and miscellaneous professional services	141	1.8	182	2.9	
Public administration	433	5.6	324	5.2	
Not reported	--	--	98	1.6	
Income of families and unrelated individuals	4997	100.0	4514	100.0	Shift to higher inc.
less than $1,000	61	1.2	168	3.7	-64%
$1,000 to $1,999	114	2.3	272	6.0	-58%
$2,000 to $2,999	204	4.1	346	7.7	-41%
$3,000 to $3,999	220	4.4	398	8.8	-45%
$4,000 to $4,000	296	5.9	601	13.3	-51%
$5,000 to $5,999	396	7.9	777	17.2	-49%
$6,000 to $6,999	383	7.7	547	12.1	-30%
$7,000 to $7,999	484	9.7	478	10.6	+1%
$8,000 to $8,999	578	11.6	300	6.6	+93%

GENERAL POPULATION CHARACTERISITCS

Population Characterisitc	1970 Census Number	1970 Census Percent	1960 Census Number	1960 Census Percent	Trend
Income of families and unrelated individuals (continued)					
$9,000 to $9,999	481	9.6	212	4.7	+127%
$10,000 to $11,999	663	13.3	321	7.1	
$12,000 to $14,999	497	9.9			
$15,000 to $24,999	512	10.2	75	1.7	
$25,000 to $49,999	103	2.1	19	0.4	
$50,000 and up	5	0.1			
Median income	$8589	---	5310	---	
Mean income	$9426	---	---	---	
Per capita income	$2750	---	---	---	
Income less than poverty level: Total families	336	6.7			
Persons	1888	9.8			
Households	769	12.7			
Income less than 75% of poverty:					
Total families	209	4.2			
Persons	1239	6.4			
Income less than 1.25 times Poverty level:					
Total families	596	11.9			
Persons	3226	16.7			

CHARACTERISTICS OF PERSONS OF SPANISH LANGUAGE

Population Characterisitc	1970 Census Number	1970 Census Percent	1960 Census Number	1960 Census Percent	Trend
Total Persons	984	100.0			
Persons under 18 years age	513	52.1			
Persons 21 years and over	433	44.0			
Persons 65 years and over	41	4.2			
Median age	18.0	----			
Males	528	53.7			
Females	456	46.3			
Total Families	203	----			
Husband-Wife families	186	91.6			
Families with female head	5	2.5			
Foreign born	83	----			
Native born	901	----			
Born in Nebraska	580	----			
School enrollment:					
total ages 3 to 34	303	100.0			
nursery school	6	2.0			
kindergarten	8	2.6			
elementary 1-8	217	71.6			
high school	66	21.8			
college	6	2.0			
School enrollment by age: (see text)					
5 and 6 years old	----	64.3			
7 to 13 years old	----	92.6			

CHARACTERISTICS OF PERSONS OF SPANISH LANGUAGE

Population Characterisitic	1970 Census Number	1970 Census Percent	1960 Census Number	1960 Census Percent	Trend
School enrollment by age (cont.)					
14 and 15 years old	---	84.9			
16 and 17 years old	---	41.5			
18 and 19 years old	---	---			
20 and 21 years old	---	20.7			
Years of school completed, males 25 years old and older:	214	100.0			
Median school years completed	8.3	---			
High School graduates	59	27.6			
Years of school completed, females 25 years old and older:	149	100.0			
Median school years completed	9.2	---			
High school graduates	38	25.5			
Families	203	---			
Employment status, persons 16 years of age and older:					
Males in labor force	226	80.7			
Employed	211	93.4			
Unemployed	15	6.6			
Females in labor force:	80	---			
Employed	80	100.0			
Median income	7149	---			
Mean Income	7303	---			
Families with income less than poverty level	25	12.3			
Persons income less than poverty level	168	17.1			

STUDENT POPULATION ANALYSIS

The purpose of the student population analysis was to gather a variety of data on the present student population. This information included both real and projected figures. The focus of this analysis was to provide an estimate of the potential group which might enroll in vocational education courses. Most of the data in this analysis appears in the table on the following page. A column by column explanation follows:

Column 1 - Grade Level: This column indicates the grade level to which the data applied.

Column 2 Current Number: This column lists the number of students in each class according to the fall enrollment figures. Source: North Platte Public Schools Fall Approval and Accreditation Report 1976-1977.

Column 3 Projected Number in Grade 9: This column lists the projected number of students that will be in the class when that class reaches grade 9. Projections were based on average ratios of ninth grade class size to class size for that grade level over a period dating back to 1963. Despite the fact that there has been a marked increase in the population of North Platte in that time and a marked decrease in the birth rate, these ratios have remained fairly constant. A list of the ratios used is given on a separate page. Sources: Fall Approval and Accreditation Reports and The North Platte School Survey Report, March 1970.

Column 4 - Projected Number in Grade 11: Using the same projection techniques as stated in the explanation to column 3, the ratio of students in grades 9 to 11 was computed. This figure has remained very close to the average of .95 since 1963. Sources: same as used in data for column 3.

Column 5 - Number expected to enroll in Vocational Courses: This data is given only for grades K-10. The figures for grades K-7 and 9 were computed by taking the number of students in grade 9 and multiplying by .78, the proportion of students who answered that they would enroll in vocational education classes as determined in the student interest survey. The figures for grades 8 and 10 were projected from the student interest survey.

Column 6 - Expected level of Educational Attainment: This column lists the number of students in the various categories of expected level of educational attainment. The information for grades K-7, 9, and 11 is based on the average percentages of students indicating the respective levels on the student interest survey. The figures for grades 8, 10, and 12 are projected from the student interest information for those actual grades.

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ANALYSIS OF CURRENT STUDENT BODY

Column 1	Column 2	Column 3	Column 4	Column 5						
Grade Level	Current #	Projected # in grade Nine	Projected # in grade Eleven	Number Expected to Enroll in Vocational Courses (see text)	Expected Level of Educational Attainment (see text) Pro-fessional	4yr-college	2yr-College	Trade School	H.S.	J.H.
K	505	520	494	406	52	146	83	73	151	10
1	395	455	432	355	46	127	73	69	132	9
2	368	437	415	341	44	122	70	61	127	9
3	337	396	376	309	40	111	63	55	115	8
4	349	411	390	321	41	115	66	58	119	8
5	349	417	396	325	42	117	67	58	121	8
6	399	459	436	358	46	129	73	64	133	9
7	397	440	418	343	44	123	70	62	128	9
8	414	467	444	349	46	116	79	33	107	25
9	459	459	436	358	46	129	73	64	133	9
10	507	-	482	411	51	137	81	81	152	1
11	459	-	459	-	46	129	73	64	133	9
12	419	-	-	-	34	130	54	75	122	1

The ratios used for projections of future ninth grade classes are as follows:

9/7	1.11
9/6	1.15
9/5	1.19
9/4	1.18
9/3	1.19
9/2	1.19
9/1	1.15
9/K	.95
9/11	.95
9/8	1.17

These figures represent the average ratio of students in ninth grade to the number of students in the same class in an earlier or later grade.

Using data from the same sources, a progression of trends for the district as a whole was developed. The trend in students per year increase was calculated for the last two years, the last three and so on up to the last ten years. The results are given below:

2 year trend:	78 students/year
3 year trend:	70 students/year
4 year trend:	27 students/year
5 year trend:	10 students/year
6 year trend:	20 students/year
7 year trend:	27 students/year
8 year trend:	26 students/year
9 year trend:	27 students/year
10 year trend:	23 students/year

Additional information about trends and projections can be found in Facility Needs and Alternatives--North Platte School District--September, 1974.

OTHER STUDENT DATA

For long range determination of possible school enrollment, figures on the birth rate are of value. The following table gives the birth rate statistics from 1955-1975 for Lincoln County and for North Platte: (Source: State of Nebraska-Department of Health):

NEBRASKA

Lincoln County Births

1955-1975

Year	North Platte	Balance of Co.	Total of County
1955	485	227	712
1956	509	222	731
1957	472	208	680
1958	420	215	635
1959	445	199	644
1960	454	207	661
1961	470	207	677
1962	406	194	600
1963	350	192	542
1964	392	158	550
1965	372	183	555
1966	367	121	488
1967	348	118	466
1968	322	162	484
1969	350	161	511
1970	435	152	587
1971	375	185	560
1972	369	188	557
1973	355	197	552
1974	369	222	591
1975	335	202	537

Information from the birth rate table was used to determine the trend in live births in North Platte. Using 1975 as a base, the birth rate trend for several periods of years was calculated. The result are given below:

Trend in live births in North Platte (1975 base)

over past 2 years: drop of 34/year

over past 5 years: drop of 8/year

over past 10 years: drop of 0/year

over past 15 years: drop of 4/year

over past 20 years: drop of 7/year

The birth rate information was also used to calculate the ratio of kindergarten students to live birth 5 years earlier. The ratio was calculated for each kindergarten using the figures for births from 1955 to 1971. From this, the trend in ratios was calculated. The results are given below:

Ratio of kindergarten students to live births 5 years earlier (1976 kindergarten)

over past 2 years: 1.20

over past 5 years: 1.16

over past 10 years: 1.12

over past 15 years: 1.09

over past 17 years: 1.07

ANALYSIS OF RECENT GRADUATES

The purpose of the analysis of recent graduates was to review follow-up data that had been gathered in previous years. This information was gathered by the Guidance Department of the Senior High School. In October of each year, the department has made a phone survey of all graduates of the previous Spring. Available information dated back to 1970. For 1970 and 1971, the number of graduates in college and in technical school was determined. Starting in 1972, a distinction was made between graduates who were in a four year college and graduates who were in a two year college. The results of these surveys appear in the table below:

Year Graduated	Going to college (71,72) Going to 4 year college (73-76)	Going to 2 year college	Going to technical school
	Number/Percent	Number/Percent	Number/Percent
1970	202/57.69		99/28.29
1971	211/55.20		34/9.00
1972	92/24.00	53/14.0	31/8.00
1973	82/22.00	86/23.0	30/8.00
1974	91/23.00	65/16.6	17/4.40
1975	104/27.20	40/10.4	31/8.20
1976	81/21.70	65/17.4	23/6.30

The total number of students going to college or technical school and the percentages for each are: 1970-304 (86.98%); 1971-245 (64.2%); 1972-176 (46.0%); 1973-198 (53.0%); 1975-175 (47.7%); 1976-169 (45.4%)

The total number of students reached in the survey were: 1970-350; 1971-383; 1972-382; 1973-372; 1974-394; 1975-382; 1976-373.

Source: North Platte Senior High Department of Guidance

PART 5

RESOURCES ANALYSIS

The purpose of the resources analysis was to determine what possibilities existed in the areas of physical facilities, professional staff, financial resources, and community resources. Rather than trying to determine need, the purpose of this analysis was to establish those persons, places, and things that would be available to meet needs that were identified.

PHYSICAL FACILITIES INVENTORY

Due to a massive school building program taking place in North Platte, plans for use of physical facilities have been in a state of flux. A new junior high school building is scheduled to open in the Fall of 1978. This building will have space for 1200 students as compared with the 833 total figure for the September enrollment at Adams Junior High, the school being replaced. The new junior high facility design includes ample areas for industrial arts shops, home economics laboratories, and a room designated for possible use in business education. (Readers interested in this facility should obtain a copy of the building plans.)

When the new junior high school opens, the present Adams Junior High School building will become available for use by the senior high school. This leaves the question of possible facilities utilization quite open. Because of the impending changes the facilities inventory was confined to space and room considerations only. After the possible classroom and laboratory space has been identified and possible changes in the vocational program have been formulated, an inventory of equipment will be undertaken in order to determine needs and resources in this area.

Two tables have been prepared to display information about the physical facilities. The first lists all rooms which presently are being used for vocational or pre-vocational courses. The second lists all rooms in the senior high and Adams Junior High buildings which have an area greater than 750 square feet. These tables appear on the following pages. The source of this information is a report titled Facility Needs and Alternatives - North Platte School District, September, 1974 prepared by the Educational Planning Service at the University of Northern Colorado at Greeley.

The information given in the three columns can be easily interpreted from the headings. Column 1 lists the function of the room. The letter "A" before a number indicates the room is in Adams Junior High, the letter "M" indicates that the room is in Madison Junior High, and the letters "SH" indicate that the room is in the senior high school.

PRESENT VOCATIONAL EDUCATION ROOMS

Room Function	Room # and location	Area in Sq. feet
Woodshop	A 105	1800
Metalshop	A 103	1224
Shop Classroom	Adams	378
Home Economics	A 110	1225
Home Economics	A 114	725
Home Economics	A 116	725
Home Economics	M 19	1584
Shop	M 24	2700
Metal Shop	SH 105E	1444
Vo-Ag Shop	SH 105	2139
Vo-Ag Classroom	SH 105	572
Auto Mechanics	SH 171	3036
Woodshop	SH 164	3036
Drafting	SH 172	1400
Electricty	SH 162	868
Home Economics (Child Dev.)	SH 116	294
Home Economics (Clothing)	SH 110E	777
Home Economics (Foods)	SH 110W	861
Typing	SH 100	675
Typing	SH 101	672
Business Machines	SH 102	506
Typing	SH 103	572
Distributive Education	SH 308	726

NON-VOCATIONAL ROOMS LARGER THAN 750 SQ. FT.

Room Function	Room # and location	Area in Sq. Feet
Gymnasium	Adams	5782
Auditorium Seating	Adams	5280
Kitchen	Adams	2400
Cafeteria	Adams	960
Music Room	A 102	870
Music Room (band)	Adams	1292
Music practice area	Adams	2280
Library	Adams	1620
Classroom	A 204	1160
Science Room	A 210	875
Science Room	A 212	875
Gymnasium	Sr. High	4240
Auditorium Seating	Sr. High	4340
Special Education Room	Sr. High	1078
Student Lounge	SH 112	1166
Music Room (band)	Sr. High	1600
Kitchen	Sr. High	1914
Cafeteria	Sr. High	3654
4 Science Rooms	SH 188, 191, 192, 195	1225 each
Science Room	SH 185	1540
Music Room	SH 181	1225
Art Room	SH 158	910
Gymnasium	Senior High	3572
Classroom	SH 314	814
Classroom	SH 400	759

PROFESSIONAL STAFF INVENTORY

The purpose of the professional staff inventory was to prepare a catalogue of individuals working in the area of vocational education listing their instructional skills and qualifications plus other experiences and skills which might be of value in planning changes in the program. Each secondary teacher in the areas of Business Education, Distributive Education, Industrial Arts, Agriculture, and Home Economics was asked to complete a questionnaire asking for the following items:

1. Name
2. List the subjects that you presently teach (or will teach) during this school year. (Consider internships or other student supervision during the school day as a subject.)
3. What college degrees do you hold?
4. What experience have you had in industry or business?
5. What areas or subjects are you certified to teach other than those you are now teaching?
6. How long have you been teaching or working in your area of vocational education?
7. List any other significant skills you may have. (Example--training in foreign language, typing ability, specialized industrial work, or business skills.)
8. List any special training experiences not reflected by the degrees you have obtained. (Examples--graduate work, seminars, workshops, conferences.)

This data was obtained during curriculum meetings held on December 14, 1976. Strictly for purposes of display, this data has been divided into two parts, part one consisting of questions two to five and part two consisting of questions six to eight. This data is presented in table form on the pages that follow. The headings to the columns give an abbreviated version of the question and the number which corresponds to the question as given in the list above.

PROFESSIONAL STAFF INVENTORY

PART 1

Name	Subjects presently taught (2)	Degree (3)	Experience (4)	Other subj. (5)
Beveridge, Hershel	Welding, metals Trades & Industries	B.S.	Construction: Heavy Equip. Carpentry Welding Metal Work	Indust. arts Diversified Occupations Coaching
Coburn, Gerry	Industrial Arts Vocational Ed. (T&I) Spec. Needs	B.S. M.S.	Carpentry Retail Sales Product Distri.	General Sci.
Doud, Jane	Foods & Nutrition Clothing I Clothing II	B.S. [redacted]	None in field of Home Ec	All areas in Home Ec. Education
Elm, Dorothy	Accounting Recordkeeping Office Practice	B.S.	Bank teller Payroll Clerk	Have taught: Typing Shorthand English Soc. Studies Certified in: Gen. Bus. Bus. Law
England, Michael [redacted]	Animal Science I Animal Science II Agronomy Ag. Management Ag. Mechanics Horticulture Voc. Ag. (9th gr.)	B.S.	Part-time ag. work for 10 yrs.	Any area of agriculture
Eshlemen, Carol	Homemaking 7-8-9 gr.	B.S.	Waitress Secretary Receptionist	English: experience as sub. teacher
Huebner, Judy	Home Economics 7-8 gr. 9th gr Special Vocational Needs Home Economics 9th gr. clothing	B.S. [redacted]	Clerk/fab. st. Babysitting Secretary Nurses aide Checker in store	None
Jacobson, Cecil	9th gr. Industrial Arts, Indust. Arts gr. 7-8, Sp. Voc. Needs Indust. Arts	B.A.	Contracting Carpentry Masonry Brick & Block Plumbing Drywall	Social Studies Political Sci. Phy. Ed. Science
Kalblinger, William	Auto Mechanics	M.A.	4½ yr. in auto mech. working in tech. areas of mechanics	Dist. Ed. Metals Welding

PROFESSIONAL STAFF INVENTORY

PART 1 CON'T.

Name	Subject presently taught (2)	Degree (3)	Experience (4)	Other sub. (5)
Miller, Al	Technical Drawing 1-2, 3-4, 5-6 Shop Drawing Archit. Drawing Stage Crew	A.B. M.S.	Build. trades Graphic layout on computer operation in service	Bus. Educ. Typing Bookkeeping
Miller, Galen	General Typing 1-2, 3-4 Business Typing	B.S.	Secretary Clerk	Speech Accounting Office Proc. Bus. Law
Olsen, Karen	Child Development	B.S.	Clerk in clothing st. Waitress	All areas of home ec.
Peeks, Gordon	Electricity Electronics Electronics--indep. study Woodworking	B.A. M.A.	_____	_____
Pierce, Dan	Beginning Woodwork Woodworking 1-2, 3-4	B.A.	Work in indust. in areas of woodworking & electronics	Electronics Graphic Arts Drafting Metals Welding Geog. Jr. High
Reigan, Robert	8th & 9th grade Industrial Arts Special Vocational Needs Indust. Arts	B.S. M.A.	Auto Mechanics Welding Carpentry	Social Studies
Roberts, Sally	7th grade Home Ec. [redacted] 9th gr. Sp. Voc. Needs Home Economics 9th gr. foods	B.S.	Swimming teach. Sales-Cashier Playgr. director YMCA gym teach. Typing	Phy. Ed. Library Art
Robinson, Diana	Adult Living	B.S.	Waitress Cloth Const.	Any area in Home Ec.
Shields, Helen	Typing 1-2, 3-4 Business Law	B.S. M.Ed.	Secretary Typist	English Social Studies Accounting Shorthand

PROFESSIONAL STAFF INVENTORY

PART 1 CON'T.

Name	Subject recently taught (2)	Degree	Experience	Other subj.
Smith, Ulala	Personal Typing Business Typing 1-2 Shorthand 1-2	A.B. M.A.	Secretarial work	English Social studies Economics German Business Law
Tritt, Patrick	Distributive Ed. 1-2, 3-4 Consumer Economics Marketing Internship	B.A.	Hardware Ret. Research and Development Tech. Retail Consult.	Social Sci. Political Sci. History Economics Geography English Adult Ed.

PROFESSIONAL STAFF INVENTORY

PART 2

Name	Teaching experience (6)	Other skills (7)	Special Training (8)
Beveridge, Hershel	8	Remodeling Building Const. Heavy equipment Plumbing Heating	Outdoor recreation
Coburn, Gerry	8		
Doud, Jane	5	Typing	9 hours beyond B.S.
Elm, Dorothy	7	Accounting	27 hours graduate work including workshops, seminars, & bus. confer. at U. of Kansas & Kearney State
Eshleman, Carol	10	Typing	6 hours above B.S. degree
Huebner, Judy	7		18 hours graduate credit
Jacobson, Cecil	10		
Kalblinger, William	6	Football Woodworking Welding Plumbing	Vocational Workshops Plymouth trouble shooting contest
Miller, Al	20		Workshops in airbrush, design, and tool maint. Radar school (Army)
Miller, Galen	5	Training in German Typing Office machines	21 hrs. graduate work at Utah State Conf. from State Organiz. Classes at Kearney St.UNL
Olsen, Karen	8	Bookkeeping & Secretial skills	Graduate work in Early Childhhood Ed.--18 hrs.
Peeks, Gordon	8	Special Voc. Needs	
Pierce, Dan	2½	Typing Cabinet shop Phy. Ed. (Tennis)	Graduate work in curriculum development

PROFESSIONAL STAFF INVENTORY

PART 2 CON'T.

Name	Teaching experience (6)	Other skills (7)	Special Training (8)
Reigan, Robert	4		
Roberts, Sally	2		
Robinson, Diana	5	German Typing	12 hours graduate work, 9 hours in home economics and vocational courses
Shields, Helen	37	Typing	Graduate work at KSC, UNL, CSU at Ft. Collins Gregg Business Confer.: Northwestern U. CSU at Ft. Collins
Smith, Ulala	34	Typing	28 hours over M.A. in business education; Vocational education & Gregg shorthand wkshops
Tritt, Patrick	8	Marketing research specialist Former coach--baseball, basketball	Management training-JC Penney Co. Adult ed. coordinator-teacher London School Economics-Seminar; Attended marketing research seminars at six universities

FINANCIAL RESOURCES INVENTORY

The purpose of the financial resources inventory was to determine to what extent financial resources exist at the local, state, and national level. A number of common characteristics commonly used in assessment of financial resources have been used. An estimate of these characteristics for the 1977-78 school year was also prepared. Data thus includes all school years from 1974-75 through 1976-77 plus projected data for the 1977-78 year. For each financial characteristic, and trend value was computed based on the three years for which known values existed. (The trend value represents the slope of the regression line through the three points for the given characteristic.) The financial data displayed in the financial resources table was obtained from Mr. Roy Pressler, Assistant Superintendent of schools.

Explanation of the contents of each column is not difficult. Column 1 lists the financial characteristic being considered. Columns 2 through 4 list the data for the respective school years beginning in the year listed in the heading. Column 5 gives the projected figure for the 1977-78 school year. The trend is listed in column 6.

FINANCIAL RESOURCES

DATE PREPARED: 1-10-77

COLUMN 1 Financial Characteristics	COLUMN 2 Two years ago (1974)	COLUMN 3 Last year (1975)	COLUMN 4 Current year (1976)	COLUMN 5 Next year (1977)	COLUMN 6 Trend 1974-75 to 1976-77
Per pupil expenditure (not including capital outlay)	$724.86	$834.08	$934.57	$1,014.00 est.	$104.86/year
Assessed valuation in the district	$54,730,805	$58,939,425	$62,397,730	$66,071,215	$3,833,463/year
Approximate percent assessed valuation is of true valuation	35%	35%	35%	35%	stable
Assessed value per youth in schools	$10,290	$11,231	$11,753	$12,265	$731.50/year
Percentage of secondary funds derived from tuition components of school costs paid by:					
Local:	62%	64%	67%	69% est.	+2.5%/year
State	29%	26%	25%	23% est.	-2%/year
Federal	97%	10%	8%	8% est.	-0.5%/year
Total Budget for education	$4,172,683	$4,739,148	$5,204,714	$5,845,790 est.	$516,016/year
Tax Rate	40.98	43.19	47.17	51.32	+3.095/year
Average daily attendance	5319	5248	5307	5387 est.	-5/year

COMMUNITY RESOURCES SURVEY

A recommended part of a needs assessment would logically be a survey to determine the resources present in the community. Such a project was underway before the start of the vocational needs assessment. The secondary guidance staff development committee embarked on such a project during the month of January of 1976. At this writing, the project is scheduled to be completed in time to produce a document that can be given to all teachers during the Fall of 1977. This document will be examined and methods establishe for relating the information gathered to the vocational program and for following up on specific physical and individual resources which could be used in vocational planning.

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